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ABSTRACT

This workshop and planning guide is designed to help stakeholders create safe schools for students. The guide is intended to be used with three 20-minute videotape programs that feature an inside look at two schools that actively involved their communities in improving school safety. The three videos--"Building the Team," "The Safe School Assessment Process," and "Safe School Strategies"--plus the step-by-step guide provide a curriculum for staff-development sessions, community planning, or task force team meetings that are designed to assemble or solidify a community-wide task force, build consensus on safety goals and priorities, and develop a comprehensive action plan to provide maximum security. The activities, based on "Safe Schools: A Handbook for Violence Prevention," offer detailed information on how to prepare for workshops or meetings, the pre-planning phase, the planning phase, and the implementation phase. The handbook and videos should help any school leaders bring together key people in a community to develop a plan for safer schools. The guide contains agendas and resources for a series of meetings and includes suggestions regarding which community representatives to invite and which data to collect beforehand. A collection of handouts and worksheets offer samples of invitation letters, agendas, and program action. (Contains 33 resources.) (RJM)

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How to Create Safe Schools

Action Steps for the Community

A Workshop and Planning Guide to Help Communities Bring Security and Peace to their Schools

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TABLE OF CONTENTS

Introduction: To School and Community Leaders Who Want Safer Schools 1

Getting Started 5

Preparation for Workshops or Meetings 9

Pre-Planning Phase: Agendas for the First Workshop or Meeting Series 13

Planning Phase: Agendas for the Second Workshop or Meeting Series 25

Implementation Phase: Agendas for the Third Workshop or Meeting Series 31

Handouts and Worksheets 37

- Sample Letter of Invitation to Serve on the Safe Schools Task Force 38
- School Crime Assessment Tool 39
- Safe Schools in Our Community 40
- Safe Schools Task Force Agenda 41
- Areas for Safe Schools Program Action 42
- School CPTED Survey: School Security Survey Form 43
- School Incident Report of Criminal Offenses: South Carolina Department of Education 51
- Model School Safety Plan: Oakland Unified School District 54
- Sample Survey Questionnaires 63
- Safe School Strategies: "Grab Bag" 71
- Goal Analysis 72
- Developing an Action Plan 73
- Guidelines for Writing Safe Schools Policy Statements 74

Further Resources to Support Safe Schools Programs 75

Introduction
To School and Community Leaders Who Want Safer Schools

According to recent crime figures, nearly three million thefts and violent crimes occur in or near schools every day. That's one incident every six seconds: an intolerable rate of violence inflicted on our youth.

Each morning, our schools gather in our young people, who all too often arrive burdened by social problems and unmet needs. While these youth are in our schools and our communities, our challenge is to ensure that they feel secure and welcome. Likewise, our teachers must be assured that they can focus on their mission of teaching and guiding students without fear for their property or person.

What Is a Safe School?

In a safe school, teachers concentrate on teaching and guiding their students. The students are not distracted from learning by anxiety or fear for their safety and can enjoy socializing with classmates and adults in a climate of acceptance and warmth. Expectations for behavior are high but imposed without threats. Students know that infractions are dealt with individually and fairly. The environment fosters trust and mutual support. Students and their families are pleased to be involved with the school and take pride in maintaining its orderly and clean appearance. Adults know that their first concern is the total health of the students, and every student knows that there are adults in the building prepared to listen and offer counsel.

Needed: All On Board

Many communities throughout North America have already created schools that are nearly free of drugs, violence, and intimidation. Their climate is warm, positive, and welcoming. In many cases, these schools are oases of security, where children can escape for a few hours from violence-plagued streets or tense and troubled homes.

These schools have become secure and stayed relatively free of crime because key people in their communities have worked together in a concerted effort to plan and work for safety. They have succeeded because they have identified all the stakeholders and drawn them into the effort. They have achieved consensus on the nature of the problem and on a vision of what they want their schools to be. Finally, they have hammered out workable plans to make their schools conform to their ideals.

Although there are admittedly significant differences between communities and their unique safety needs, all communities nevertheless can learn valuable lessons from these enlightened groups. To be successful, a community must have leaders who are committed to seeing the job done correctly. Yet the same leaders who take the initiative to start the planning process must also realize that the success of the endeavor depends on its widespread ownership and support. The wisest leaders are those who quickly become facilitators and then happily retire to a supporting role.

How This Guide Can Help

The process and activities described in this guide are closely based on *Safe Schools: A Handbook for Violence Prevention* (1995) by Ronald D. Stephens, Executive Director of the National School Safety Center. Together with the three video programs in the *How to Create Safe Schools* series, this guide will help any school or community leader bring together key people in a community to develop a plan for safer schools.

This guide contains agendas and resources for a series of meetings during which this plan can be developed. The agendas are organized to support two different structures for presentation:

- **A sequence of one-hour meetings**—for example, up to nine luncheon or breakfast meetings of a community task force

  or

- **Several three-hour workshops or retreats**—for example, a one-to-three-day professional development program for staff

Information is provided about how to plan for these meetings, including suggestions of community representatives to invite and data to collect beforehand. To help leaders acquire useful information easily, this guide provides some models of surveys and questionnaires that can be adapted to local conditions.

The three video programs, developed for viewing during the planning meetings, provide inspirational models as they show what other communities have done. The first video, **"Building the Team,"** underlines that safe schools require the cooperation, commitment, and effort of all segments of the community that are involved with young people. The guide will support this video with suggestions about groups to include in the initiative and activities to help create a vision of safer schools.

"The Safe School Assessment Process," the second video program, presents the "Four S's" of assessment—site assessment, statistics, surveys, and students—and demonstrates in particular how to do a physical safety survey of a school building and campus. Viewers may be surprised to learn that many typical features of school buildings and grounds across the country are inherently unsafe, and that simple improvements to the

physical plant can often have significant positive effects on improving school safety. Checklists and other supportive information are available in this section to help committee members conduct their own assessments.

The third video program, **"Safe School Strategies,"** features a variety of actions, innovations, and programs that schools around the country have used to make schools safer for students and teachers. Committees can use these examples to inspire their own consideration of strategies they wish to adopt to enhance their school safety. Worksheets and handouts in this guide will provide them with guidelines as they move forward in their plans.

In addition to the support provided by the three videos at crucial points in the planning process, this guide describes procedures and offers suggestions for:

- Defining safe school goals
- Developing an action plan for implementing selected strategies
- Monitoring and assessing ongoing safety programs
- Writing a Safe Schools Policy that can be submitted to a school board for approval
- Handling public announcements and media coverage

A resource list at the end of the guide contains suggestions of other useful information and materials to support planning and the implementation of selected safe schools strategies.

GETTING STARTED

"What kind of school climate do we want to create?"

"How do we want to make this happen?"

These questions seem simple, but answering them requires leadership, diplomacy, collaboration, planning, and organization. Where these questions have been addressed with persistence and determination, not only schools but entire communities have benefited.

START BEFORE YOU HAVE TO

A safe schools initiative all too often begins with a crisis—a serious crime or act of violence—that occurs on school property or that has links to students in a school. With concerns about youth violence and gang activity coming to the fore in many places, public demands to "clean up the schools" may lead to measures that are ill-advised, repressive, and ultimately counterproductive.

In contrast, far-sighted leaders undertake thoughtful and well-planned measures to protect school campuses from crime and violence long *before* events force them to react. They are able to see that relatively minor events may be the first signs of a deteriorating situation that must be turned around. These events might include:

- Increasing locker room thefts
- Rising truancy rates
- Other attendance problems among students and staff
- More graffiti
- Growing racial or ethnic tensions or conflicts
- Declining attendance at after-school events
- Student fights resulting in injuries

IDENTIFY KEY PLAYERS

The first step toward achieving safe schools is to identify the key players. Obviously, school personnel should be involved—district and building administrators, teachers, school board members, those responsible for security and attendance—but representatives of local law enforcement, local government, mental health, probation, courts (especially juvenile

courts), and social-service agencies should be brought on board early in the process. Just as important, parents, families, and *students themselves* must have a strong voice.

A safe schools initiative might well begin with a list of potential task force members scribbled on the back of an envelope at a cafeteria table! Whoever is involved in taking the first steps—principal, superintendent, juvenile judge, or another—should contact some of the people on the list to solicit their involvement on a task force and emphasize the importance of their particular professional perspective. These informal contacts should be followed by a more formal letter that contains information about the first task force meeting. A sample of such a letter is printed on page 38.

Who are some of these key people? Every community and every school district has unique organizational features, and leaders of the safe schools initiative will need to select representatives from all key organizations that deal with youth and issues of public safety. For example, the Savannah/Chatham County Public Schools Safe School Climate Action Committee listed the following people on its task force:

- School superintendent
- School board member
- Five other school system representatives, including teachers
- Mayor
- City manager
- County manager
- Chiefs of campus and county police and sheriff's department
- Judge of juvenile court
- Representatives of citizens' crime-fighting organizations
- A representative of a social-service agency serving youth
- A parent

Make a Case

"Bad things like that happen in other places. That wouldn't hap[illegible] here."

In many communities, the most active and well-intentioned citizens seem to be incurable optimists whose pride in their school's achievements on the footb[illegible]field or basketball court, in band c[illegible]ntests or academic competitions, blinds them to th[illegible]ssibility that the pressures many students experience might explode into acts of aggression. To make a case for the changes necessary for safer schools—or even for examining school security issues—the leaders of the initiative will often need to collect sufficient evidence to overturn

complacency without stimulating a hysterical demand for immediate "tough measures." In other situations, where complacency is not an issue, the leader may need to use data to persuade community members that their community's safety goals and objectives should be clarified and further measures taken to implement them.

Once the task force is organized and planning is under way, a more scientific assessment of safety concerns and issues can be made. To get the initiative started, however, certain kinds of evidence, no matter how incomplete, can be assembled and presented. This evidence may include:

- hard data such as absentee and truancy rates (are they increasing?) or number of in-school or out-of-school suspensions
- semi-anecdotal evidence about the nature of discipline interventions (has the number of incidents involving some kind of weapon been rising?)
- press and newspaper clippings about crime involving juveniles
- evidence from similar communities and schools
- professional opinions of law enforcement and juvenile justice authorities about the number of young people coming to their attention and the nature of their offenses
- research reports about school safety
- number of referrals to the administration on discipline-related problems
- results of surveys or interviews on how students, parents, and teachers perceive the climate of the school

The handout on page 39, "School Crime Assessment Tool," provides suggestions and guidelines for the kinds of information to collect.

Publicize the Initiative

To be effective, the task force must have the support of the community's leaders and especially of organizations that might be involved in implementing any of its recommendations. A concerted effort should also be made to ensure that the composition of the task force reflects the cultural diversity of the community. It is important from the very beginning of the initiative to keep the public informed.

In many communities, it is strategic to have an organizational meeting, open to the public, where the formation of a task force is announced. At this time, members of the public have a chance to speak out about their own perceptions of the problem. It is quite possible that concerned and committed parents, family members, or students, who might otherwise have been overlooked, would be identified at such a meeting and could then be asked to serve on the task force.

The names of task force members and the committee's mission should be publicized in press releases to the newspaper and other local media. It could be useful to enlist the newspaper or local television station to publish or broadcast a feature on safety issues in the schools—or even to include a media representative on the task force. The case for the need of the initiative could be made through interviews with principals, district administrators, judges, or other officials. The announcement should be made at an early stage, when there is still the time and flexibility to add any community members who come forward with expertise or a perspective deemed important.

Prepare for the First Task Force Meeting—and Be Flexible!

Because successful planning for safe schools will involve the collaboration of many people and organizations that normally do not work closely together, political issues are likely to arise. They must be handled with foresight and diplomacy.

One crucial issue that requires this prudence and discretion is the selection of a chairperson. At the first meeting of the task force, someone will need to act as chair, arriving with an agenda and laying out the task before the committee. If a chair has already been appointed by the mayor, superintendent, or another official, that person should take responsibility for this first meeting. Otherwise, whoever has initiated the safe schools effort should present him or herself as "organizer" or "meeting convener" and make sure that the election of a chair and possibly an executive committee is an early action.

Whoever prepares for the first meeting should remember that it is important at all costs to avoid the appearance that any one group is demanding that another group bail it out of its problems. The police will not "take orders" from the school corporation; judges will not want to give up any of their autonomy to dispose of the cases as they see fit, although they may be quite concerned about youthful offenders who come before their bench.

This first meeting is a time for listening to the perspectives brought by the different stakeholders, for brainstorming about courses of action, and for establishing a good working consensus about what the committee hopes to accomplish. The meeting leader should be as non-directive and open as possible, contributing to a state of openness, rather than just a carefully structured agenda.

Preparation for Workshops or Meetings

A month before the first meeting of the task force, after initial contacts have been made, letters of invitation should be sent out to all invited participants. Besides the time and place, the letters should clearly state the need for the meeting and the general mission of the task force: to develop a plan for safe, positive, and productive environments in all the schools of the community. A sample letter is provided with the handouts on page 38. Included with the letter, background literature about safe schools could be sent in a packet. This packet might include copies of *Safe Schools: A Handbook for Violence Prevention* by Ronald D. Stephens (National Educational Service, Bloomington, IN); reprints of articles from *School Safety* news journal; copies of newspaper clippings about local incidents of crime and violence at or near schools; a report compiling any other evidence collected by using the "School Crime Assessment Tool" on page 39 or other assessment tools, and copies of the local school district's drug and discipline policies.

The meeting convener should also carefully consider the location of the gathering, as it may have an influence on the work of the team. For example, if a school leader is chairing the task force, and the meeting is held on school property, the group's work to ensure safety may be viewed as a "school" problem, rather than a community issue that will require community-wide participation to solve.

Pre-Planning Phase (First, Second, and Third Meeting Hours)

The task force can initially be convened either for a professional development workshop or retreat or for a series of three one-hour meetings. Either format will accommodate several related goals:

- To bring together the key participants and agree on areas of responsibility
- To establish a consensus about the mission and purpose of the task force
- To familiarize the members of the task force with issues related to developing safe schools
- To create a framework for developing a safe school plan
- To begin the work of assessing the nature and extent of the current problem

At this time, it will be important for everyone to have a chance to speak and be heard. All points of view must be accepted as equally valuable. The convener will need to exercise considerable skill to keep the meeting moving without appearing to be too directive.

Several activities should take place when the task force first comes together. If there is no chairperson, the session should not end without someone being elected or designated by consensus to fill that position. One of the first jobs of the task force will be to gather infor-

mation about state and local laws and policies; local, state, and federal resources; the nature and extent of the existing problem; and predictions of future problems based on extrapolations of current trends. Safe schools research will need to be consulted, and contacts in other school districts and communities should be activated to learn from their experiences. Before this pre-planning stage is completed, subcommittees should be named to gather this relevant information. Responsibility for other ongoing tasks, such as record-keeping, mailings, public awareness and press relations, and questionnaire distribution and processing may need to be assigned to specific committee members or their staffs.

The video program **"Building the Team"** (Part I of the series *How to Create Safe Schools)* may serve to focus the committee on the issue of safe schools, provide an overview of some of the problems they will be dealing with, and remind members of other people or groups who should be brought into the initiative. Later in this pre-planning phase, the video on **"The Safe School Assessment Process"** will focus on ways to gather the different kinds of data committee members will need to plan for safe schools, highlighting the process of physical site assessment in particular.

Planning Phase

After the initial data-gathering activities are completed, the task force will begin to plan the programs and strategies that will help create safe schools and communities. This phase may require a second half-day workshop or series of three one-hour meetings. The video program, **"Safe School Strategies,"** will provide a focus for the committee's effort. By the end of this phase, the task force should be well on its way to putting an action plan in place and beginning to formalize its policies and implement its selected strategies.

Implementation Phase

During the final workshop or meeting series, the task force will work out details for implementing chosen strategies and programs, create a formal statement of the Safe Schools Policy it has developed, and prepare to submit it, if necessary, to the school board for approval. The task force will also outline a plan for ongoing monitoring and assessment of the programs it is implementing and prepare for media announcement and coverage of its plans.

Suggested agendas for the workshops and/or meetings follow. They are meant to be adapted when appropriate and mined for activities that meet local needs. Separate agendas are provided for each one-hour meeting but can be grouped into sequences of three meetings to create three approximately three-hour workshops. The agendas are supplemented by handouts and worksheets that can be used during meeting activities.

Suggested Materials and Resources

- A comfortable conference space with room for the entire task force to work as a group (a large conference table would be ideal) as well as space for subgroups
- Arrangements for catered meals, if the sessions occur over a meal hour, or for snacks and beverages to be available
- A VCR and large monitor (first, third, and fifth hours)
- Access to a photocopier
- The video programs **"Building the Team"** (first meeting hour), **"The Safe School Assessment Process"** (third meeting hour), and **"Safe School Strategies"** (fifth meeting hour) from the series *How to Create Safe Schools*
- A flip chart and markers or chalkboard with chalk
- Post-it® notes or index cards (second hour)
- Copies of the handouts and worksheets printed in this manual (one for each committee member), as follows:

  "Safe Schools in Our Community" (second hour)

  "Safe Schools Task Force Agenda" (third hour)

  "Areas for Safe Schools Program Action" (third hour)

  "School Crime Assessment Tool" (third hour)

  "School CPTED Survey: School Security Survey Form" (third hour)

  "School Incident Report of Criminal Offenses" (third hour)

  "Model School Safety Plan: Oakland Unified School District" (third hour)

  "Sample Survey Questionnaires" (third hour)

  "Safe School Strategies" (fifth hour)

  "Goal Analysis" (fifth hour)

  "Developing an Action Plan" (sixth hour)

  "Guidelines for Writing Safe Schools Policy Statements" (seventh hour)
- Access to a computer with a word-processing program and a printer (seventh hour)
- Recommended: a copy of *Safe Schools: A Handbook for Violence Prevention* by Ronald D. Stephens for each member of the task force (see page 42 for more information)

Pre-Planning Phase
Agendas for the First Workshop or Meeting Series

First Meeting Hour

Opening the Session (10 minutes)

The convener of the meeting should introduce him or herself and briefly state the reason for assembling the task force. If the convener is not the chair, he or she should promise that before the session is over, a task force chair and/or executive committee will be selected. The convener should also remind the members who, or what organization, is sponsoring or convening the task force (e.g., mayor's office, school board, juvenile judge, etc.).

The members should then each introduce themselves, stating their professional role or identifying the group they are representing (e.g., students, parents, teachers, etc.). At the same time, each member might make a brief statement characterizing his or her concerns about, or experiences with, safety in the schools.

The convener should state that the three-video series *How to Create Safe Schools: Action Steps for the Community* will be shown in the course of the task force's meetings to help focus the committee in its work.

Videotape: "Building the Team"

Pre-viewing discussion (10 minutes)

The convener might suggest having a brief discussion about the group's perception of issues involving school safety before watching the first videotape, which provides an overview of safety challenges in schools and communities and ways of dealing with them.

The convener could get the discussion going by asking different members specific questions designed to elicit their views on particular issues relating to school safety. For example:

To the Principal:	"How do we monitor people who enter or leave the building?"
To the Police Chief:	"How do you find out about drug, gang, or other undesirable activities at or near the school?"
To a Student or Staff Member:	"Are there parts of the school where you don't feel safe?"
To a Probation Officer:	"Are you kept informed by the school when any juvenile on probation has an unexcused or suspicious absence? How is the communication handled?".

To a School Counselor:	"Do you hear from the police or the courts when a student enrolled at your school is involved in illegal activity?"
To a School Board Member:	"Does vandalism account for much of the cost of school repairs? How much?"
To a Parent:	"Do parents feel that their children are safe in the community? In school? What are some particular areas that cause concern?"
To Everyone:	"Imagine what a safe school might look and feel like. We need to figure out how to create such a place. This video can help."

After eliciting views and uncovering potential issues, the convener should switch on the video program.

SHOWING THE VIDEOTAPE "BUILDING THE TEAM" (25 MINUTES)

The 25-minute program offers an overview of the entire three-program series and then focuses on the kind of collaboration of school and community organizations that have successfully developed safe school plans in places such as Lawrence, Indiana and Lumberton, North Carolina. In Lumberton, for example, a central figure in the safe schools initiative is the School Resource Officer (SRO), a member of the local police force who is assigned to the high school to deter crime, teach law-related courses, and investigate any infractions that occur. This officer, funded jointly by the school system and the police department, serves as a catalyst to bring the community together over issues of school safety. The juvenile courts have been involved in the effort, and court officials believe that the number of serious incidents coming to their attention has dropped since the formation of the school safety task force. Parents and students are also highlighted as invaluable participants in planning for and ensuring school safety.

STOP THE TAPE (OPTIONAL, 15 MINUTES)

If you choose to stop the videotape where indicated, take a few minutes to discuss the following questions:

"Is the group here today the best group to form a task force for this job?"

"Are there others in the community who should be represented?"

"What expertise do we need to add?"

Take an inventory of the professions and affiliations of those in attendance. You might want to use the list of members in the Savannah/Chatham County Public Schools Safe School Climate Action Committee (page 6) as a "checklist" to match against the composition

of your assembled group. If participants agree that there are important segments of the community not currently represented on the team, they can take a few minutes to brainstorm in small groups about the questions below. You might want to assign one "unrepresented" community group (e.g., local government, students) to each small group.

"What perspective will this group bring to the table, and why is its involvement important?"

"What obstacles might we encounter in trying to secure this group's involvement?"

"If we do not involve this group, what objections might it raise later that would impact or hinder our work on this issue?"

"What/who would be able to motivate this group to join our planning?"

You might conclude the discussion by briefly agreeing on steps that will be taken before the next meeting to ensure participation from the identified groups. Resume watching the videotape.

POST-VIEWING DISCUSSION (10 MINUTES)

The meeting convener should invite general comment on the video by asking an open-ended question, such as, "What were some of your responses to what you just saw?"

After immediate responses, the committee should focus on more pointed questions, such as:

"As a community, is there more that we can do than we have done in the past?"

"What ideas from this clip might we incorporate into our own planning?"

"What should be our next steps?"

DESIGNATING TASK FORCE LEADERS (5–10 MINUTES)

If no chair for the task force has yet been designated, now is the time to do so. The discussion before and after viewing the videotape may suggest to the group that the leadership needs to reside in one organization—the school district or the police force, for example. Where no clear consensus exists, the chair could be nominated and elected, but in such cases there should be a mechanism for a close working coordination among representatives of the key organizations involved—normally the school district, courts, and law enforcement.

BREAK (10 MINUTES)

OR

ESTABLISHING A REGULAR MEETING TIME (2 MINUTES)

If the meeting ends at this point, the new task force leader should set a time for the next and subsequent meetings. For many committees, weekly or bi-weekly lunch or breakfast meetings scheduled regularly at the same time and place may work best.

School administrators and local police will work together to coordinate security measures and to encourage better communication about school-age offenders and offenses.

The officers of the juvenile court and the school system will develop means for prompt and accurate exchange of information and background about students who come to the attention of the courts.

The goals the committee sets for itself should be limited in number and broad in meaning. Specific strategies for achieving the goals (the precise "means" and "measures" mentioned in the goals) will be developed in a later step. The chair may need to remind committee members to distinguish between its goals (which reflect parts of its vision of safe schools and communities); objectives (which target a particular aspect of the goal); and strategies (which are specific programs or activities to accomplish these objectives). The following examples may help with the distinction:

Goal:	To reduce the risk of intruders and random acts of violence
Objective:	To secure the perimeter of the high school campus
Strategy:	To eliminate all but one entrance route
Goal:	To create a caring school climate and a sense of belonging among students and staff
Objective:	To provide every student with the opportunity for a consistent, long-term relationship with at least one adult
Strategy:	To implement a schoolwide mentoring program
Goal:	To inculcate high standards for student behavior and responsibility
Objective:	To adopt a consistent approach to classroom discipline schoolwide
Strategy:	To provide staff training in a program such as *Discipline with Dignity*™

It may be useful to refer to the ideas on the Post-it® notes. It is likely that most will be objectives or strategies rather than goals, but reviewing the various ideas in the category "Courts," for example, may lead to the inference that together the strategies suggest the goal of "providing juvenile court judges with a variety of alternatives to mandatory or customary sentences."

Second Meeting Hour

Visioning (30 minutes)

To make the schools safer, all members of the task force must develop a consensus about the kind of environment they are hoping to establish in the schools. The following exercise may help develop this vision.

Procedure

1. The members of the committee are divided into small teams (three to five people on each). Each team is grouped around a table.

   Depending on the dynamics of the group and the number of representatives, it may be best to create teams that each reflect a single segment of the community (for example, all representatives of the schools on one team and all representatives linked to law enforcement on another), or it may be more productive to create cross-disciplinary teams made up of members of each of the organizations represented.

2. Each team is provided with pads of Post-it® notes or index cards and pens or pencils.

3. The chair writes on the board or flip chart the following incomplete sentence:

   "In a community where schools are safe . . . "

4. Team members brainstorm together about ways to complete the sentence. Each suggestion is written on a Post-it® note or index card, which is stuck or laid face-up on the table.

5. After about five minutes of brainstorming and recording suggestions, each team moves to a table where another team was working, leaving its notes behind. These are examined by the second team, which tries to sort them into useful or logical categories by clustering similar ideas together on the tabletop. For example, all suggestions relating to law enforcement activities might be put in one group, and those pertaining to school rules and policies might be put in another. As teams sort, they discuss the ideas and try to reach a consensus on how to categorize them. If they wish, they could label each cluster (e.g., "Courts," "School," "Police").

6. After sorting and grouping the ideas (about 5 minutes), teams move to yet another table covered by notes laid out in groups. Teams look at each group and prioritize the ideas in it, putting the highest-priority suggestions under the "Courts" grouping, for example, at the head of a column, with the second-highest priority idea in this category just under it, and so forth. Team members must continue to discuss what they are doing among themselves and achieve consensus about their priorities.

7. Teams return to their original positions and examine the way other teams have grouped and prioritized the ideas they originally generated. They should not disturb

the layout and grouping of the notes on the tabletop. Then the members of each team work together to write a vision statement at the top of the "Safe Schools in Our Community" worksheet. The vision should be a very general statement that incorporates as many of the highest-priority suggestions as possible. Team members should work together to hammer out the best statement they can in about five to seven minutes. The notes or cards on the tables should be left undisturbed.

8. Each team reads its vision statement aloud for discussion, debate, and comment by the entire group.

Mission Statement (10 minutes)

With several versions of a vision for safer schools before it, the task force can now attempt to articulate and define its mission, which is likely to begin with the words "The Safe Schools Task Force will develop a plan to create and maintain schools in our community that . . . " and to conclude with a consensus version of the vision.

Procedure

1. The chair of the task force writes the beginning of the mission statement on the flip chart or chalkboard: "The Safe Schools Task Force will develop a plan to create and maintain schools in our community that . . ." (The committee can amend this opening as it wishes.)
2. Members suggest ways of completing the sentence, referring to the vision statements already generated.
3. A small team is appointed to write a draft mission statement that incorporates as much of the suggested language as possible, consistent with clear and succinct writing. The rest of the task force proceeds with the following activity.

Task Force Goals (15 minutes)

The next step for the task force will be to develop several goals (probably not more than five) to be adopted in order to accomplish its mission. Depending on the constitution of the group, members may want to write a goal for each organization involved in the safe schools initiative, such as:

Schools:	All schools will take measures to prevent drugs or weapons from entering the campus.
Law enforcement:	Police will adopt measures to heighten surveillance of school campuses.

Alternatively, a task force may decide to adopt more comprehensive goals involving several organizations together:

PROCEDURE FOR DEFINING GOALS

1. The group as a whole discusses and debates the kinds of goals it wants to set for itself. It will need to make decisions about the following issues:
    - Whether the goals should be specific to each organization or across organizations
    - How many of the goals should relate to security (e.g., police and security patrols, controlled and limited access, etc.)
    - How many of the goals should reflect a concern with student support and prevention activities (e.g., behavior and discipline policies, extracurricular opportunities, curricular changes, availability of counseling, mentoring programs, etc.)
2. After the committee has decided (by a vote, if necessary) the general nature of its goals, it should suggest more precise goal statements that incorporate the ideas it has voted on. The statement suggestions are written on the chalkboard or flip chart.
3. Once there is consensus about the nature and direction of the goals, the suggested ideas are assigned to a small team to write the actual goal statements and to present them at the next meeting.

PRESENTATION OF VISION STATEMENT (OPTIONAL, 15 MINUTES)

If the team drafting the mission statement has completed its work, it can present its statement to the entire committee, which discusses it, suggests minor changes, and then votes on acceptance.

BREAK (10 MINUTES)

OR

PREPARATION FOR THE NEXT MEETING

The time and place of the next task force meeting should be announced and those writing the goal statements asked to complete their work by that time. Members might be requested to begin thinking about and researching particular ways that drugs, violence, or gang activity involving school-age children affect their work and their organizations.

Third Meeting Hour

During this third meeting hour, the task force will begin to determine the nature and extent of existing problems and perceptions of such stakeholders as students, parents, teachers, and others about the safety of local schools. The second video program, **"The Safe School Assessment Process,"** will help members of the committee get started on their task. There is much to accomplish during this meeting; it may take somewhat more than an hour to complete all activities.

Acceptance of Goal Statements and Establishing the Agenda and Schedule for Action (10 minutes)

The chairperson should make sure that each member of the committee has a copy of the mission statement and drafts of the goal statements that the small team has generated. After discussion and acceptance of the goal statements (by vote or consensus), the chairperson proposes an agenda and schedule for committee action. A possible plan exists as a sample or model ("Safe Schools Task Force Agenda," page 41); the chair and other members of the committee can adapt it to local conditions.

After discussion of a proposed agenda and schedule, the chairperson might ask the task force to indicate its support by a vote or expression of consensus.

Considering Possible Program Elements (10 minutes)

The chair distributes copies of the handout "Areas for Safe Schools Program Action" (page 42). The areas targeted for action by the task force will depend on the community and its unique problems, but the list may suggest ideas to some members that they have not considered. The following exercise may help focus ideas and suggest areas and programs for further attention:

Procedure

1. The committee members consider each item on the list.
2. For each item, the committee votes or indicates by consensus on whether to mark it "1" (for first-priority action area), "2" (second priority), or "0" (not a priority for this community).
3. After completing the list of suggestions, the committee brainstorms for several minutes about any other program areas members want to address. These can be added to the reverse side of the worksheet and marked in the same way.
4. For each item marked with a "1," committee members should quickly discuss and make notes in the column "What We Need to Know." This column will serve as a guide to assessment activities.

5. A new list of priority program areas should be typed out and duplicated. This new master list should group the areas the task force has listed as "1" at the top and those marked "2" following. This master list will be referred to later in developing target areas and strategies.

VIDEOTAPE: "THE SAFE SCHOOL ASSESSMENT PROCESS"

PRE-VIEWING (2 MINUTES)

The chair introduces the video by pointing out that whatever other program elements are adopted, all would agree that school campuses must be made physically safe and secure. The video suggests ways to assess school buildings and grounds, pointing out safety hazards that can be avoided and effective prevention steps that can be taken. Be sure to stress that a *site assessment* of the physical plant is just *one* of the components that can and should be considered when obtaining an overall and accurate picture of current school safety. The video and this guide introduce three other crucial components: *statistics*, *surveys*, and *students*.

SHOWING THE VIDEOTAPE "THE SAFE SCHOOL ASSESSMENT PROCESS" (20 MINUTES)

The video program, the second in the *How to Create Safe Schools* video series, features Dr. Ronald Stephens, Executive Director of the National School Safety Center, who leads a team of educators and community leaders on a tour through a high school building. As he goes, he points out a number of potential trouble spots that may surprise viewers.

STOP THE TAPE (OPTIONAL, 15 MINUTES)

If you choose to stop the videotape where indicated, tell participants that they will now take a few minutes to focus on *physical* aspects of the school site that may impact school and community safety.

Elicit a short list of some of the most common or troublesome disruptive, aggressive, or violent behaviors exhibited by students in the school or surrounding neighborhood. Assigning one behavior per group, have small groups try to identify any physical factors (as opposed to emotional, psychological, etc.) that may be contributing to the problem, or any physical measures that could be taken to prevent it. For example, a group assigned to "smoking and other drug use on or near school grounds" might realize that the problem behavior often occurs in a wooded or secluded area where visibility from the school is limited. They might recommend trimming back bushes or trees in the area in question, or having a staff person assigned to supervise the area during passing periods, lunch time, etc., in order to decrease or eliminate the problem.

After 10 minutes or so of discussion, have groups share their thoughts with one another. Resume watching the videotape.

POST-VIEWING DISCUSSION (5 MINUTES)

The members of the task force should have a moment or two to express their responses to the video. The chair might ask such questions as:

"How do you think our school(s) would stand up to such an assessment?"

"What are some problems shown in the video that are likely to exist in (some of) our school building(s)?"

"What schools in the community need to be assessed in this way?"

And, if the committee did not vote during the last activity that "crime prevention through environmental design" was a first-priority action item, the chair might want to ask,

"Now, having seen this video, should we reconsider how we prioritize checking out the physical features of our schools?"

Stress again that assessment and improvements to the physical plant are just one assessment component and one avenue toward prevention that should be considered in the overall safety planning process. Three other important components that were noted in the video are described in greater detail below.

PLANNING FOR ASSESSMENTS (20 MINUTES)

1. SCHOOL SITE ASSESSMENT

After seeing the video showing how one kind of school safety assessment can be conducted, the committee members should decide whether they want to conduct a similar assessment of their building or any schools in the community. If they indicate interest, the chair should distribute copies of the worksheets "School Crime Assessment Tool" (page 39) and "School CPTED Survey: School Security Survey Form" (page 43). (Ronald Stephens's book, *Safe Schools,* contains several other model school assessment tools.)

Teams can be put together and assigned to use the selected survey forms to assess each school campus selected for investigation. Typically, teams should consist of educators based at the building (administrators, teachers, and other staff), a parent, and possibly a representative of local law enforcement or a security business. Representatives of youth-serving social-service agencies might also join the team. Separate teams for separate campuses, or even separate parts of very large campuses, can be organized. Also, do not underestimate the insights that students can provide when they are involved in conducting a site assessment. As Ronald Stephens suggests in the video, it is often most instructive to ask students, "Are there any places in the school building or on the campus that you avoid?"

2. STATISTICS

Have the committee members look again at the table on which they have listed priority areas for investigation and possible program action. For each note in the column "What

We Need to Know," a person or team should be designated to acquire the necessary data or information. Models are provided for some of the data-gathering tools the committee might want to adapt or use. The task force will probably want to acquire at least some of the following information:

- School crime reports
- Reports of other highly disruptive but noncriminal incidents
- Student, staff, and parent perceptions of safety and school climate (sample surveys on page 63 and following)
- Truancy figures
- Drop-out rates
- Number of expulsions and out-of-school suspensions
- School and district discipline policies and enforcement
- Relevant local, state, and federal laws, codes, and policies regarding weapons, controlled substances, violence, vandalism, or other criminal or disruptive behavior in or near school buildings
- Policies (of law enforcement or school district) for dealing with youths found to be truant during school hours
- Law-enforcement logs of gang-related and drug-related investigations targeting juveniles, with comparisons to similar periods in the past
- Number of juvenile offenders charged with crimes and the nature of their crimes, with comparisons to past periods

In some instances, the teams may find that the data they seek is lacking entirely. If a school has not had a system of tracking disruptive or criminal incidents, for example, it may be necessary to rely on questionnaires and interviews to get preliminary information while instituting an incident-reporting program immediately. A example of such a report form used in South Carolina is available on page 51.

3. Surveys, questionnaires, and interviews

In some communities, much of the best information on school safety issues may be anecdotal or subjective. If students and teachers do not feel safe in their school, teaching and learning will be disrupted even if, statistically, the school's safety record is above average. To create a positive learning environment, task force members will need to learn where stakeholders perceive problems to exist.

Task force members might examine copies of sample survey forms used with students, teachers, and parents (pages 63–70) and decide whether they want to use these—per-

haps amended somewhat—or write new questionnaires. The committee should decide who should have responsibility for disseminating the questionnaires and collecting data. Would students respond better if their principal asked them to fill out the forms or if the request came from the mayor or chief of police? What organization is likely to elicit the highest response rate from parents? In making these kinds of decisions, be sure to consider the different kinds of responses that may be elicited by different groups. Respondents may be more likely to give certain groups the answers they believe that group "wants to hear," rather than answers that are more honest and valid.

4. Students

Ronald Stephens urges that, in addition to questionnaires, schools conduct interviews with a variety of students—ranging from the most challenging youth to the model students—to learn more about their experiences with threats and violence in and around school and to receive more ideas about the kind of school environment they would like to enjoy. Appropriate persons should be designated to conduct such interviews. Committee members should consider not only interviews but the many other opportunities that can be created for students to inform and participate in safe school planning. Are there students on the safety team or task force? If not, the team might want to seriously consider including formal representation of this crucial and insightful group.

Assignment Deadline (5 minutes)

Once the assessment and data-collection assignments have been made, the committee should decide how long it will take its members to assemble the desired information and whether they want to set a meeting time to receive interim reports before more final data is collected.

The chair should set a deadline and meeting time for assessment reports, at which time program strategies will be discussed and planned.

Planning Phase
Agendas for the Second Workshop or Meeting Series

Several weeks or more may need to elapse between the first workshop or meeting series and the second, so that task force members have time to collect the information and data they need. During this period, the chairperson could send out minutes from the last meeting, an announcement of the time and place of the next meeting, and a reminder that a report on the information collected will be due at that time.

Again, the agenda that follows suggests three hours of meeting time, which can be scheduled as a single three-hour workshop or as a series of one-hour meetings.

Fourth Meeting Hour

Reports on Assessments (30–45 minutes)

The chair should lead off the meeting by asking for reports on the various surveys, assessments, and information collected since the last meeting. As the reports are delivered, an informal list of any "red flag" trouble spots could be made on the flip chart or chalkboard. Such items, for example, might include:

- unaccounted-for keys for several exterior doors at the high school
- several unexcused absences unnoticed until noon
- three-month-old graffiti (with possible gang symbols) still in evidence
- few police patrols near the middle school in the last month

When the reports have been delivered, the task force may want to discuss immediate measures to deal with the "red flag" areas, such as changing locks for which keys are missing or having graffiti recorded and cleaned.

Deciding on Priority Program Areas (10–15 minutes)

The task force should look at its "Areas for Safe Schools Program Action" and review those areas marked highest priority. The task force can then consider and discuss the following questions:

- Have the assessments provided the information needed?
- Do the assessments bear out the priority rating they had given the area?
- Are there some areas, originally marked "1" (first priority), that can be downgraded to lower priority on the basis of the data collected?
- Are there other areas that should be targeted first?

Information about local, state, and federal resources should be presented at this time. The availability of local resources might determine how many "red flag" situations can be dealt with immediately. The task force should also discuss whether there is state or federal funding available, and, if so, whether the task force should submit an application.

BREAK (10 MINUTES)

OR

PREPARATION FOR THE NEXT MEETING

The chair should announce the time and place of the next meeting and state that the task force's next job is to identify specific strategies for carrying out its goals. Members should be provided with copies of the goal statements approved during the third hour of the first workshop/meeting series. The chair could also announce that a third video program, on safe school strategies, will be shown during the next meeting hour to help stimulate thinking about activities and programs that might help achieve the team's goals.

Fifth Meeting Hour

Videotape: "Safe School Strategies"

Pre-viewing activity (5 minutes)

The members are provided with copies of the task force's goals (approved during the third meeting hour). In addition, each member should have several blank sheets of paper—one for each goal the task force has adopted.

At the top of each blank sheet, committee members should copy one of the task force goals (one on each sheet of paper). Underneath the goal, they should write the word "Strategies."

The chair introduces the video program, saying that this third and final video of the *How to Create Safe Schools* series will show strategies that have been successful in many communities. As they watch, members might consider whether the strategy shown would be effective in their own schools and whether it would help accomplish one or more of the task force goals. Whenever a strategy presented looks promising to them, they list it on the sheet of paper marked with the appropriate goal.

Showing the videotape "Safe School Strategies" (15 minutes)

The video program presents a number of strategies schools have adopted to make both their buildings and their communities safer and more welcoming for all students. The program presents interviews with students, administrators, police officers, coaches, and others, as well as scenes of peer mediation, curfew-violation patrol cars, weight-lifting sessions, and school events. The strategies vary, ranging from a city ordinance to a fashion show, but all have joined students and the community in support of a calm and orderly school environment where students can count on safety and fairness.

Post-viewing discussion and activity (20 minutes)

The committee members first discuss their general impression of the kinds of strategies portrayed. They could consider such questions as:

- How many of the strategies shown had more to do with student life-skills support than with measures directly related to security? Why and how are such strategies relevant to school safety?
- Which of the strategies shown can be implemented by a school only and which ones require the cooperation of other agencies?
- If problems in a school are caused by relatively few students enrolled there, which types of strategies (student support or security measures) are likely to be most effective? On the other hand, how could members of the school staff and community

guard against the limited perception that helping these students is all that is needed to solve school safety problems?

- What neighborhood or community conditions outside the school contribute to unsafe conditions in a school and what strategies might be most helpful in addressing these?

Members then mention the strategies they have listed as possible ways of meeting one of the goals the committee has adopted. As they discuss each one, they consider whether implementation of that particular strategy would require policy changes, funding, training, consultation with experts, or other support.

Finally, members consider the handout "Safe School Strategies: Grab Bag" (page 71) and discuss any listed strategies they think would be effective locally. Through consensus or an actual vote, the committee decides on the strategies that will be adopted to achieve its goals. The selected strategies should be listed on a chalkboard or flip chart so that everyone can see them.

ANALYZING GOALS AND STRAT IES (15 MINUTES)

The members of the task force form small groups, one group for each of the goals the committee has adopted. (If the goals are highly specific to different organizations—one relating to school buildings, another to actions of law enforcement, etc.—it may be useful for representatives from each organization to form a single small group. Otherwise, the groups may be randomly formed.)

Each small group focuses on one of the committee's goals and collects from all the members their sheets of paper on which strategies for that goal have been listed. Then, using the worksheet "Goal Analysis," they develop objectives to support these goals and discuss, analyze, and list the forces that will help them achieve the objectives through each listed strategy (or at least those of highest priority). They also list those that will impede implementation of the listed strategy. Finally, they brainstorm and list measures to counter the negative forces that they have listed.

BREAK (10 MINUTES)

OR

PREPARATION FOR THE NEXT MEETING

If there is time between the fifth and sixth meeting hours, a master sheet could be compiled showing each goal, strategies selected, and the forces pro and con to be dealt with. If there is no time to create such a master list, the "Goal Analysis" forms can be posted in the meeting room and referred to as needed.

Sixth Meeting Hour

Development of an Action Plan (45–50 minutes)

With the development of an action plan, the task force moves from planning to implementation. The action plan can be drawn up and put into motion when the committee has a strong consensus about its goals and the strategies it will put into place to accomplish these.

The "Developing an Action Plan" worksheet on page 73 will help the task force move forward. With as many sheets as needed, each goal and associated objectives and strategies are listed; the person, team, or group responsible for implementation is entered; the resources needed to carry out the action are noted; the timeline for implementation is established; and, finally, plans for evaluation are recorded after they are developed. (Monitoring and evaluation plans will be taken up at the next meeting.)

In assigning responsibility for carrying out the strategies the task force has decided to implement, much of the burden is likely to fall on school administrators and staff. It may help them and greatly expedite the creation of safe schools if they can count on support from others on the task force. If, for example, one strategy adopted is to tighten security around the school's perimeter, law enforcement officials may be able to provide valuable assistance. If the development of more extracurricular options is part of the plan, the parents' organization and community service groups may be able to help. Local mental health and counseling agencies may be able to provide staff training in de-escalating crises. If a grant application is the first step toward getting funding for staff training in conflict-resolution curricula and peer-mediation programs, a local nonprofit charitable organization might be able to sponsor the application and help write it.

As the committee works through the plan for implementing each strategy, small details are likely to arise that require someone's attention and responsibility. New locks might be part of the plan for securing the school, but who will put in a requisition for them? If the chief of police agrees to appoint a "school response patrol" within his force, will he introduce the team to school administrators himself? Often, excellent plans fail because of inattention to the minor details that everyone assumes someone else is handling. This is the time for the task force to ask and answer detailed questions, and to make sure that all members understand their commitment.

Implementation Phase
Agendas for the Third Workshop or Meeting Series

The implementation phase is the final stage of intense planning and organizational work for the task force. When the safe schools policy is adopted, the details of programs and strategies are in place, responsibility assigned for enacting them, and a plan for monitoring progress developed, the committee will no longer need to meet as a whole with the same frequency and intensity as it has during the planning stages.

As in the prior sections, the agendas are designed for use either in a half-day workshop or as a series of three one-hour meetings. The final agenda looks ahead to occasional subsequent meetings for ongoing oversight and monitoring.

Seventh Meeting Hour

Planning for Monitoring and Evaluation (30 minutes)

Even before any plans are put into place, the task force should decide how progress in increasing school safety will be tracked and how the effects of each strategy will be measured. In many school systems, the process of evaluation—a crucial component in successful implementation of a safe schools plan—is overlooked or given a low priority. Early and thorough consideration of this issue should be an important part of the task force's work.

For meaningful evaluations, meticulous and consistent records of all relevant data are essential. Data can include:

- records of crimes committed on the school campus
- calls for police intervention or support
- suspensions
- truancies
- property stolen or vandalized
- appearances of gang insignia
- confiscation of weapons, drugs, or alcohol
- fights or other violent disturbances

Over time, these data can be tracked and compared with earlier figures. However, analyze your data carefully and be aware that statistics can sometimes be misleading. For example, the *number* of a certain type of incident may be going up, while the *severity* of the incidents is going down. In addition, surveys and questionnaires should be administered reg-

ularly to students, parents, and staff, with findings of their perceptions of school climate, school safety, and threat of violent incidents compared from year to year.

At this time, the committee should decide how frequently and by what means progress toward each goal will be monitored. If records tracking violence and crimes in schools have not been kept in the past, the committee will have to help the schools create a process for data collection, such as a form with provisions for entering data on all items that will need to be monitored. (See the "School Incident Report of Criminal Offenses," pages 51–53, for an example.) The same holds true for measures of school climate. The committee may need to put into place surveys, interviews, etc., that help measure student, teacher, family, and community perception of the overall school culture and environment.

Finally, plans for monitoring and evaluation should be red into the "Developing an Action Plan" form.

WRITING THE SAFE SCHOOLS POLICY (20 MINUTES)

The task force should now have hammered out all the details of its safe schools plan. If it has not yet done so, it is time to formalize its vision and goals in a statement of the school's or district's "Safe Schools Policy." The policy statement articulates the vision and restates the goals already adopted. A number of guidelines are available to help with the writing of the policy statement. (See handout, "Guidelines for Writing Safe Schools Policy Statements," page 74.)

After the task force has reviewed the guidelines and discussed the content of the policy statement, a person or small team is authorized to draft the statement and to circulate copies to committee members before the next meeting. The task force also decides on its policy toward confidentiality on the one hand and consultation on the other: when members receive their drafts, should they share these with colleagues to get a full range of response, or does the task force prefer to wait until the policy is in the final draft before seeking comment? The committee decides on a timeline and dates for approving a final draft of the policy statement, submitting it to the school board for adoption, and announcing it formally to the public.

BREAK (10 MINUTES)

OR

PREPARATION FOR THE NEXT MEETING

Before the next meeting, task force members receive a copy of the draft of the policy statement. They arrive at the meeting prepared to offer suggestions for final revisions before submission of the policy to the school board.

If the eighth meeting hour follows immediately after the previous meeting hour during the course of a half-day workshop, then the person or small team empowered to draft the policy statement withdraws for 30 to 40 minutes while the rest of the committee makes

plans for announcing the policy and explaining it to the public. The writers use a word-processing program to create the draft as quickly as possible and then return to the full task force to discuss it.

Eighth Meeting Hour

Depending on the immediate availability of a draft of the safe schools policy, either of the two activities assigned to this hour can occur first.

Approval of the Policy Statement (20–30 minutes)

With a copy of the draft statement available to each member, the task force discusses the language and provisions and makes any changes they think will strengthen the document. When changes are completed, the committee votes to submit the policy to the board with its recommendation of approval. The changes are entered into the draft, and final copies are printed and made available to members.

Members of the task force are encouraged to attend the board meetings at which the policy is to be discussed and voted on. They will undoubtedly be asked to answer questions about the need for certain provisions or how they will be implemented.

Planning for Public Announcement/Handling the Media (20–30 minutes)

Throughout the process of developing the safe schools policy, some representatives of the general public (e.g., parents, students) have been involved in the task force's work. Even so, the public announcement of the provisions of the safe school policy needs to be planned carefully.

If the media has already covered a number of episodes of violence and crime in local schools, the community will probably gratefully receive the policy to create safe schools. However, the task force may find itself berated on one side for being "soft on crime" or failing to adopt "zero tolerance" policies, while others in the community may attack the policy as being "repressive" and instituting a "fortress mentality."

On the other hand, if there has been little publicity about incidents of crime and violence in or near the schools, but safety measures are suddenly announced, or if crime data is tracked and reported for the first time, many people may conclude that the schools are "high crime" areas and dangerous places for any child.

To avoid adverse publicity and to develop public support for the policy at the outset, some task forces invite a member of the press to attend its meetings from the beginning. Collecting and passing on to the press copies of articles, policy recommendations, national and state data, and other information about school crime encourages fact-based media coverage that places local problems in a larger perspective. A proactive strategy toward school-crime reporting might be to have the task force leader or a school administrator work with a local newspaper to develop a feature article or series of articles about safety in local schools that would establish the need for developing a safety policy *before* problems arise.

The task force also needs to decide whether to write a press release about the proposed policy and distribute it to local media, and whether to call a press conference. A com-

mittee would be wise to name one or two people to be the principal spokespersons. These people should be conversant with the relevant data and information.

Ninth Meeting Hour and Subsequent Meetings

When the policy has been adopted by the school board, the work of the task force, as a large committee, is complete. Nonetheless, before disbanding, the committee should establish an implementation and oversight team, or one or more small, permanent committees whose responsibility is to supervise implementation of the policy and strategies. The task force should also establish a schedule for review of implementation updates and evaluation reports and decide whether it wants to reconvene itself after a period of time (several months or a year) to learn how the program is working or whether it wants to turn review authority over to the implementation team.

Handouts and Worksheets

Sample Letter of Invitation to Serve on the Safe Schools Task Force

Date

Dear _____ :

I am so pleased that you are willing to serve on the task force that we are forming to look at issues of safety in and near our schools. As I indicated to you when we spoke last week, several high school and middle school principals have expressed concern about the appearances of gang graffiti and insignia on campus and student fights that appear to be gang-related. Cars of several staff members have been vandalized in the high school parking lot, and, as I know you are aware, the recent break-in and destruction of computers at the middle school has given rise to a lot of community concern.

The task force will be jointly sponsored by the mayor and the school district. I will convene the first meeting, at which a chair will be selected. Our mission is to assess the current safety situation in the schools and to develop a plan to remedy any problems we discover. We hope to have the full participation and expertise of the police department (especially representatives of the anti-gang patrol), the juvenile and family court system, the Youth Services Bureau, as well as PTO/PTA and student representation. For this reason, your involvement and the perspective you can bring is essential to us.

The first meeting of the task force will be on [Date] at [Time]. We will meet at [Place]. I look forward to seeing you there.

By working together, I am sure that we can make our schools and the neighborhoods surrounding them the kind of safe, welcoming places that our children and their teachers deserve.

Yours truly,

[Signature]

[Name]
[Title]
[Address and Phone]

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School Crime Assessment Tool

1. Has your community crime rate increased over the past 12 months?
2. Are more than 15 percent of your work-order repairs vandalism-related?
3. Do you have an open campus?
4. Has there been an emergence of an underground student newspaper?
5. Is your community transience rate increasing?
6. Do you have an increasing presence of graffiti in your community?
7. Do you have an increased presence of gangs in your community?
8. Is your truancy rate increasing?
9. Are your suspension and expulsion rates increasing?
10. Have you had increased conflicts over dress styles, food services, and the types of music played at special events?
11. Do you have an increasing number of students on probation at your school?
12. Have you had isolated racial fights?
13. Have you reduced the number of extracurricular programs and sports at your school?
14. Has there been an increasing incidence of parents withdrawing students from your school because of fear?
15. Has your budget for professional-development opportunities and in-service training for your staff been reduced or eliminated?
16. Are you discovering more weapons on your campus?
17. Do you lack written screening and selection guidelines for new teachers and other youth-serving professionals who work in your school?
18. Are drugs easily available in or around your school?
19. Are more than 40 percent of your students bused to school without the option of choice?
20. Have you had a student demonstration or other signs of unrest within the past 12 months?

Adapted from Ronald D. Stephens (1995), *Safe Schools: A Handbook for Violence Prevention* (Bloomington, IN: National Educational Service), 22.

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Safe Schools in Our Community

A VISION of safe schools in our community:

_____

_____

_____

_____

MISSION STATEMENT of Safe Schools Task Force

The Safe Schools Task Force will develop a plan to create and maintain schools in our community that . . .

_____

_____

_____

_____

GOALS of the Safe Schools Task Force

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

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SAFE SCHOOLS TASK FORCE AGENDA

TASK	DEADLINE	RESPONSIBILITY
1. Formation of committee	At first meeting	Sponsor or convener
2. Designation of committee chair	At first meeting	Entire committee
3. Drafting of vision, mission, and goals	At second and third meeting hours	Entire committee
4. Adoption of working agenda	At third meeting hour	Entire committee
5. Identification of areas to investigate for problems	Before and at third meeting hour	Subgroups reporting to entire committee
6. Determination of what needs to be known; planning of assessments	At third meeting hour	Initially, whole group, then teams or individuals
7. Researching local, state, and federal resources that support safe school initiatives	By fourth meeting hour, at an adequate time (three weeks?) after the previous meeting	Designated specialists from member organizations
8. Report of findings from assessments and research	By fourth meeting, with sufficient time having elapsed since the third meeting	Persons or groups assigned responsibility for different assessments and research
9. Development of action plan	At fifth meeting hour	Entire committee
10. Definition and assignment of specific tasks	At sixth meeting hour	Entire committee
11. Identifying and resolving problems; troubleshooting	At sixth meeting hour	Entire committee
12. Development of plan and schedule for evaluation and monitoring	At seventh meeting hour	Guidelines by entire committee; specifics by small groups
13. Drafting and approving safe schools policy statement in preparation for school board approval	During seventh meeting hour	Guidelines by entire committee; specifics by small groups
14. Planning for public announcements; handling media publicity	At eighth meeting hour	Initially, entire committee; then designated spokesperson or team
15. Changing or modifying strategies as necessary	At ninth and subsequent meetings	Minor changes by person or teams responsible; major changes by whole group
16. Provision for continuing information, training, monitoring	At subsequent meetings Ongoing	Leaders at each site, with oversight by task force chair and committee as needed

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Areas for Safe Schools Program Action

PRIORITY	POSSIBLE ACTION AREAS	WHAT WE NEED TO KNOW
	Curriculum focusing on prosocial skills and conflict resolution	
	Behavior/conduct, discipline code	
	Campus supervision and security	
	Crisis management and emergency evacuation	
	Attendance and truancy prevention	
	Support, mentoring, for at-risk youth	
	Drug prevention	
	Interagency partnerships; youth-service networks	
	Cultural and social awareness	
	Student leadership	
	Parent participation/involvement of senior citizens	
	Special-event management	
	Crime prevention through environmental design	
	Extracurricular activities and recreation	
	School/law enforcement partnership	
	Careful screening and selection of staff	
	Violence prevention (pre-service and in-service training programs)	
	Community service/outreach	
	Corporate/business partnerships	
	Public awareness and media relations	
	Health service	
	Transportation	
	Evaluation and monitoring	

Adapted from Ronald D. Stephens (1995), *Safe Schools: A Handbook for Violence Prevention* (Bloomington, IN: National Educational Service), 19.

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SCHOOL CPTED SURVEY
SCHOOL SECURITY SURVEY FORM

This assessment is aimed at crime prevention through environmental design. It will evaluate the physical setting of facility and maintenance factors that affect the safety and crime quotient capability of a particular school. Environmental factors such as the types of neighborhoods, housing facilities, businesses, streets, and institutions surrounding the school affect the school's operation. Classrooms, security systems, lighting and color design, accessibility, and quality of maintenance are all evaluated to determine their effect upon school climate, natural supervision, defensible space, and differentiated space. The survey items are to be rated as satisfactory (S), unsatisfactory (U), or not applicable (NA).

I. School Data

A. School _____

B. School number _____

C. Surveyed by _____

D. Date _____

E. School level
1. High school _____
2. Junior high _____
3. Elementary _____
4. Vocational _____
5. Other _____

F. Student population _____

G. Premises type
1. Single story _____
2. Multiple story _____
3. Enclosed design _____
4. Tropical (open) _____
5. Fortress _____
6. Other _____

H. Hours _____

II. Neighborhood Area

A. Neighborhood type
1. Commercial _____
2. Industrial _____
3. Residential _____
4. Other _____

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B. Housing
   1. Single _____
   2. Multiple _____
   3. High-rise _____
   4. Low-rise _____
   5. Public _____
   6. Other _____

C. Businesses
   1. Fast food _____
   2. Multiple _____
   3. High-rise _____
   4. Low-rise _____
   5. Other _____

D. Streets
   1. Major arterial(s) _____
   2. Business _____
   3. Residential _____
   4. Mixed _____
   5. Two-lane _____
   6. Four-lane _____
   7. Signals _____
   8. Other _____

E. Institutions
   1. Church(es) _____
   2. Schools
      Public _____
      Private _____
   3. Social club _____
   4. Hospital _____
   5. Recreational _____
   6. Other _____

F. Police reporting area _____

G. Comments _____
_____

III. Interview Comments (Principal or Designer)

A. Problems
   1. _____
   2. _____
   3. _____
   4. _____

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B. Needs
1. _____
2. _____
3. _____
4. _____

IV. Survey Items

A. Neighborhood

1. Contact	S_____ U_____ NA_____
2. Businesses	S_____ U_____ NA_____
3. Traffic flows	S_____ U_____ NA_____
4. Social	S_____ U_____ NA_____
5. Other _____	S_____ U_____ NA_____

6. Comments _____
_____

B. School grounds border definition

1. Fences	S_____ U_____ NA_____
2. Foliage/trees	S_____ U_____ NA_____
3. Gathering areas	S_____ U_____ NA_____
Informal	S_____ U_____ NA_____
Formal	S_____ U_____ NA_____
4. Bus (loading zones)	S_____ U_____ NA_____
5. Police access	S_____ U_____ NA_____
6. Furniture/amenities	S_____ U_____ NA_____
7. Other _____	S_____ U_____ NA_____

8. Comments _____
_____

C. Teachers' parking lot(s):

1. Street(s)	
Access	S_____ U_____ NA_____
Surveillance	S_____ U_____ NA_____
2. Building(s)	
Access	S_____ U_____ NA_____
Surveillance	S_____ U_____ NA_____
3. Conflict with	
Bus zone	S_____ U_____ NA_____
Gathering areas	S_____ U_____ NA_____
Rec./DE	S_____ U_____ NA_____
Other _____	S_____ U_____ NA_____

4. Comments _____
_____

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D. Students' parking lot(s):

1. Street(s)
   - Access S_____ U_____ NA_____
   - Surveillance S_____ U_____ NA_____
2. Building(s)
   - Access S_____ U_____ NA_____
   - Surveillance S_____ U_____ NA_____
3. Conflict with
   - Bus zone S_____ U_____ NA_____
   - Gathering areas S_____ U_____ NA_____
   - Rec./DE S_____ U_____ NA_____
   - Other _____ S_____ U_____ NA_____
4. Comments _____

_____

E. Building(s)

Access

1. Roof S_____ U_____ NA_____
2. Windows S_____ U_____ NA_____
3. Entrances S_____ U_____ NA_____
4. Comments _____

_____

Surveillance

1. Roof S_____ U_____ NA_____
2. Windows S_____ U_____ NA_____
3. Entrances S_____ U_____ NA_____
4. Comments _____

_____

F. Key control

1. Great grand master S_____ U_____ NA_____
2. Grand master S_____ U_____ NA_____
3. Master S_____ U_____ NA_____
4. Individual S_____ U_____ NA_____
5. Zone control S_____ U_____ NA_____
6. Assignment list S_____ U_____ NA_____
7. Restrictions S_____ U_____ NA_____
8. Other _____ S_____ U_____ NA_____
9. Comments _____

_____

G. Security Systems

1. Electronic S_____ U_____ NA_____
2. Trailer S_____ U_____ NA_____
3. Fences S_____ U_____ NA_____
4. Locking systems S_____ U_____ NA_____
5. Other _____ S_____ U_____ NA_____
6. Comments _____

_____

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H. Classrooms

1. Windows S_____ U_____ NA_____
2. Interior doors S_____ U_____ NA_____
3. Exterior doors S_____ U_____ NA_____
4. Windows in doors S_____ U_____ NA_____
5. Proprietary space S_____ U_____ NA_____
6. Multiple purpose S_____ U_____ NA_____
7. Other _____ S_____ U_____ NA_____
8. Comments _____

_____

I. High-value areas (doors, windows, locks, location procedures)

1. Computers S_____ U_____ NA_____
2. Business machines S_____ U_____ NA_____
3. Audio/visual S_____ U_____ NA_____
4. Shop/vocational S_____ U_____ NA_____
5. Other _____ S_____ U_____ NA_____
6. Comments _____

_____

J. Corridors

1. Lockers S_____ U_____ NA_____
2. Lighting S_____ U_____ NA_____
3. Surveillance
   - General S_____ U_____ NA_____
   - Classrooms S_____ U_____ NA_____
   - Offices S_____ U_____ NA_____
4. Shop/vocational S_____ U_____ NA_____
5. Other_____ S_____ U_____ NA_____
6. Comments _____

_____

K. Stairwells

1. Interior S_____ U_____ NA_____
2. Exterior S_____ U_____ NA_____
3. Fire S_____ U_____ NA_____
4. Comments _____

_____

L. Restrooms

1. Location(s) S_____ U_____ NA_____
2. Entrance design S_____ U_____ NA_____
3. Interior access S_____ U_____ NA_____
4. Other _____ S_____ U_____ NA_____
5. Comments _____

_____

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M. Locker room(s)

1. Location(s)	S_____ U_____ NA_____
2. Surveillance	
Interior	S_____ U_____ NA_____
Exterior	S_____ U_____ NA_____
3. Doors	S_____ U_____ NA_____
4. Windows	S_____ U_____ NA_____
5. Equipment storage	S_____ U_____ NA_____
6. Lockers	
Layout	S_____ U_____ NA_____
Assignment	S_____ U_____ NA_____
7. Other _____	S_____ U_____ NA_____

8. Comments _____

_____

N. Cafeteria

1. Equipment	S_____ U_____ NA_____
2. Storage	S_____ U_____ NA_____
3. Queuing	S_____ U_____ NA_____
4. Table arrangements	S_____ U_____ NA_____
5. Surveillance	S_____ U_____ NA_____
6. Patio/gathering area access	S_____ U_____ NA_____
7. Other _____	S_____ U_____ NA_____

8. Comments _____

_____

O. Other areas

1. Portables	S_____ U_____ NA_____
2. Athletic/recreational	S_____ U_____ NA_____
3. Storage	S_____ U_____ NA_____
4. Other _____	S_____ U_____ NA_____
5. Other _____	S_____ U_____ NA_____
6. Other _____	S_____ U_____ NA_____

7. Comments _____

_____

P. Administrative

1. Inventory control	S_____ U_____ NA_____
2. Facility management	S_____ U_____ NA_____
Scheduling	S_____ U_____ NA_____
Hours	S_____ U_____ NA_____
Functional layout	S_____ U_____ NA_____
Productivity	S_____ U_____ NA_____
Surveillance	S_____ U_____ NA_____
3. Maintenance	S_____ U_____ NA_____
4. Programs	S_____ U_____ NA_____
Incentive	S_____ U_____ NA_____
Student patrol	S_____ U_____ NA_____
Other _____	S_____ U_____ NA_____

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5. Staff S_____ U_____ NA_____
   Hall duty S_____ U_____ NA_____
   Planning areas S_____ U_____ NA_____
   Other _____ S_____ U_____ NA_____
6. Comments _____

V. Priority Recommendations

A. Physical space
   1. Remove _____
   2. Repair _____
   3. Replace _____
   4. Install _____
   5. Reallocate _____
   6. Other _____

B. Management (policy, procedure, personnel allocation, neighborhood programs, or other)
_____

VI. Security Plan

A. Neighborhood _____

B. Perimeter _____

C. Grounds _____

D. Parking (vehicle and bicycle) _____

E. Building access _____

F. Building exterior _____

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G. Building interior (classrooms, corridors, restrooms, offices) _____

_____

H. High-value areas _____

_____

_____

_____

I. Special events _____

_____

J. Other _____

_____

VII. School Incident Map: Target Incidents

		Last year	Year-to-date
1.	Breaking and entering	_____	_____
2.	Vandalism	_____	_____
3.	Theft	_____	_____
4.	Arson/fire	_____	_____
5.	Staff assault	_____	_____
6.	Assault/battery	_____	_____
7.	Sex offense	_____	_____
8.	Drugs/alcohol	_____	_____
9.	Bomb	_____	_____
10.	Weapons	_____	_____

Adapted from School Security Survey Form, TDC & Associates.
Developed by Tim Crowe, TDC & Associates, 14508 Ashmont Place, Louisville, KY 40223.

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School Incident Report of Criminal Offenses
South Carolina Department of Education

Reporting Requirement: This collection is mandated by the Safe Schools Act of 1990 (Act 579) which calls for the development of a standard crime report to be used throughout the State. Only criminal incidents which are committed on public-school campuses; in travel to and from schools on public-school buses; during public-school functions; and involving public-school students, employees, or property should be reported.

Instructions: (1) This report should be completed immediately after an incident of a criminal nature. Not all information will be available, but missing data may be filled in later or before the quarterly reporting is due. If the local law enforcement authority is called to investigate an incident, some of the requested information needed for this collection may be obtained from this agency's Incident Report. (2) A copy of all completed report(s) must be sent to your District Superintendent immediately after the end of a quarter. If no criminal offenses occurred during a reporting quarter, check here _____, circle the reporting quarter, complete the school identifiers and name of report completer, sign at the bottom of the reverse side of this page, and transmit the report to the District Superintendent. The District Superintendent will forward quarterly summary reports for the school district to the State Department of Education. Please refer to the instruction booklet for further information.

Reporting Quarter: Please circle the number which represents the quarter for which you are reporting:

1. Quarter 1 (Jun 1–Aug 31) 2. Quarter 2 (Sep 1–Nov 30) 3. Quarter 3 (Dec 1–Feb 29) 4. Quarter 4 (Mar 1–May 31)

Name of School: _____

School Beds ID: _____

Name of Report Completer: _____

Offenses Occurring during this Incident: (Check all that apply)

_____ Aggravated Assault
_____ Arson
_____ Bribery
_____ Burglary/Breaking and Entering
_____ Counterfeiting/Forgery
_____ Disturbing Schools
Drug/Narcotic Offenses
_____ Possession, Manufacture, etc.
_____ Drug Equipment Violations
_____ Embezzlement
_____ Extortion/Blackmail
_____ Fraud Offenses
_____ Gambling Offenses
_____ Homicide
_____ Murder
_____ Negligent Manslaughter
_____ Justifiable Homicide
_____ Kidnapping/Abduction
_____ Larceny/Theft Offenses
_____ Liquor Law Violations
_____ Motor Vehicle Theft
_____ Pornography/Obscene Material
_____ Prostitution
_____ Robbery
_____ Sex Offense, Forcible
_____ Sex Offense, Nonforcible
_____ Stolen Property Offense
_____ Threatening School Official or Family
_____ Vandalism/Destruction, Damage of Property
_____ Weapons Offense
_____ Other Offenses (Specify)_____

Date Incident Occurred: _____

Time Incident Occurred:

_____ During School Day
_____ Before School (6–8 am)
_____ After School (3–6 pm)
_____ School Night (6 pm–6 am)
_____ Weekend
_____ Vacation/Holiday

Where Incident Occurred: (Check all that apply)

_____ Athletic Field or Playground
_____ Cafeteria
_____ Classroom
_____ Gym or Locker Room
_____ Hallway or Stairs
_____ Storage Area
_____ On School Bus
_____ Restroom
_____ School Parking Lot
_____ School Yard
_____ Other (Specify) _____
_____

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Perpetrator(s)/Offender(s) Descriptive Information:
If the perpetrator(s) is (are) unknown, check here _____; otherwise, enter the number of perpetrators in each category. (Be sure to supply an age for each perpetrator even if the age is the same for more than one perpetrator.)

Gender: Male _____ Female _____ How many perpetrators were special education students? _____

Age(s) of the Perpetrator(s): _____

The Perpetrator(s) is (are); (Indicate number in each category)

_____ A student at this school
_____ A student at another school
_____ An employee at this school (Specify job title) _____ _____ _____
_____ Parent/Guardian
_____ A student on suspension or expulsion from another school at the time of the incident
_____ A student on suspension or expulsion from this school at the time of the incident
_____ Other (specify) _____ _____

Victim(s) Descriptive Information:
If there is no victim, check here _____; otherwise, enter the number of victims in each category. (Be sure to supply an age for each victim even if the age is the same for more than one victim.)

Gender: Male _____ Female _____ How many victims were special education students? _____

Age(s) of Victim(s): _____

The Victim(s) is (are): (Indicate number in each category)

_____ A student at this school
_____ A student at another school
_____ An employee at this school (Specify job title) _____ _____ _____
_____ Parent/Guardian
_____ A student on suspension or expulsion from another school at the time of the incident
_____ A student on suspension or expulsion from this school at the time of the incident
_____ Other (specify) _____ _____

Relationship/Circumstance
If no victim was involved in this incident, check here _____.

Were the victim(s) and perpetrator(s) known to each other? _____ Yes _____ No _____ Don't Know

If yes, indicate the primary relationship:

_____ Victim/Perpetrator live in same neighborhood
_____ Victim/Perpetrator involved together in a business/illegal activity
_____ Victim/Perpetrator involved in same gang
_____ Other (Specify)_____
_____ Victim/Perpetrator are relatives
_____ Victim/Perpetrator romantically involved
_____ Victim/Perpetrator involved in different gangs

Weapon
What, if any, weapon(s) was (were) involved in the incident? (Check all that apply.)

_____ No weapon involved
_____ Blunt object
_____ Explosive
_____ Handgun
_____ Other firearm
_____ Hands/feet, etc.
_____ Knife or other sharp object
_____ Metal knuckles
_____ Rope/chain, etc.
_____ Other (Specify) _____ _____

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Cost

Please approximate the cost of the crime to the victim and/or the school. (These costs would include hospitalization or emergency room costs in the event of bodily injury, replacement costs of stolen or vandalized items or property, etc.) Exclude long-term costs such as trauma counseling.

Cost to Victim

_____ No Cost
_____ $1–$99
_____ $100–$499
_____ $500–$999
_____ Over $1,000 please specify $_____
_____ Unknown

Cost to School

_____ No Cost
_____ $1–$99
_____ $100–$499
_____ $500–$999
_____ Over $1,000 please specify $_____
_____ Unknown

Action Taken by the School Administration as a Result of this Incident: (Check all that apply)

_____ Notified local law enforcement agency
_____ Notified district security personnel
_____ Notified local fire marshal
_____ Began suspension or expulsion procedure
_____ Other (specify)_____

_____ Improved school security procedures
_____ Made available counseling at school
_____ Recommended professional counseling (hospital/clinic)
_____ Made use of hospital facilities for injuries

_____

Certification

I certify that the information contained in this incident report is true and correct to the best of my knowledge.

_____
Signature of the Principal or Designee

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MODEL SCHOOL SAFETY PLAN

OAKLAND UNIFIED SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

JANUARY 22, 1992

TO: Board of Education

FROM: Richard P. Mesa, Superintendent

RE: Comprehensive Plan for Safe and Secure Campuses

INTRODUCTION

Article 1, section 28(c) of the California Constitution states that "all students and staff of public primary, elementary, junior high and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful." The Oakland Unified School District (OUSD) is legally and morally responsible for the establishment of policy which ensures that schools are free from violence, threats of violence, and the use or sale of dangerous and illegal drugs or other disruptive behavior by individuals or groups.

Accomplishing this task presents serious challenges to the district. Oakland's schools do not exist in a vacuum; instead, they operate in a society in which violence, including the use of deadly force, has become a common way of resolving problems and disputes of every kind. Although the district would prefer that its schools were sanctuaries from the troubles of the outside world, they are instead a continuation of it. Far from being unique among American cities, Oakland is typical of urban areas plagued by drug abuse, crime, and violence. Although a very small percentage of the district's students actually engage in violence or other illegal conduct, all are threatened by it. Most incidents of serious violence which occur on the district's campuses result from off-campus disputes which are carried across school boundaries. A large number of such incidents result from the actions of persons who are not OUSD students.

The district's Five-Year Educational Plan articulates a series of student outcomes whose achievement will demonstrate the success of the district's mission statement. The plan recognizes that those outcomes can be achieved only if we are successful in creating district, school, and classroom conditions that are consistent with the outcomes. Several of those conditions may be paraphrased as follows:

1. School and classroom climates are safe and secure, providing conditions which help students affiliate with their peers and feel equally valued.

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2. Students' life circumstances are identified, incorporated into, and addressed by district and school policies. Resources are distributed equitably to address life circumstances.

3. Home and school interaction is collaborative, and all parents are ascribed equal status, welcomed, and involved in the education of their children.

4. Students receive extra support to learn the academic and personal skills to succeed.

Unsafe conditions in our communities create serious difficulties in establishing these conditions. Violence in Oakland continues at an alarming rate, and people wonder whether this year's homicide total will be slightly less than or exceed the record of 1990.

At the same time, our schools must deal with children whose families are plagued by substance abuse, homelessness, inadequate nutrition, and often nonexistent health care. Put simply, many children lack not only the support they need to succeed in school, but must also cope with problems which make learning and school attendance problematic, to say the least.

In this context it is important for the district to establish a comprehensive strategy to deal with the problems posed by violence in our community and students' life circumstances. As always, the district is severely constrained by inadequate resources. At the same time, it is necessary to perform a balancing act, attempting to deal with the almost daily crises caused by community violence while addressing the chronic conditions which impact students' life circumstances and affect their education.

The purpose of the Comprehensive Health and Safety Plan is to ensure to the extent possible that our campuses are safe in the immediate future and that they are places where guns, violence, and criminal activity are effectively barred. At the same time that we create space for teaching and learning, we must build into our structure programs which address the causes of violence, assist young people at risk of falling into violent pathologies, and help all students develop the skills necessary to confront and deal with life's crises without resorting to violence.

SUMMARY

The interventions listed below—including violence prevention curriculum, alternative schools, drug education, school climate, and security measures—represent our responses to violence. They range, first, through immediate and direct actions; second, through intermediate interventions aimed at changing student attitudes to prevent violence; and third, longer-term interventions to address the causes of the violence and threats that plague our schools.

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Immediate and Direct Actions to Keep Weapons Out of the Schools

I. The plan includes immediate and direct actions to eliminate weapons, especially guns, from campuses and to prevent or stop physical assaults, reduce the incidents of fighting, rout the intimidation, extortion, and other victimization of some students by others and to prevent or stop immediate threats of gang conflict.

A. Enclose schools with intrusion-proof fencing.

B. Close campuses.

C. Provide IDs for students.

D. Use metal detectors as necessary.

E. Assign a sufficient number of campus supervisors to prevent or respond to problems quickly.

F. Team with the city police to provide quick police response.

Strategies to Change Student Attitudes and Behaviors and Improve School Climate

II. The plan also includes strategies that take longer to affect students' attitudes and other causes of violence. Many of these interventions are operating in the district already and will require expansion to the sites that need them.

A. Conflict mediation.

B. Teens on Target.

C. Violence prevention curriculum.

D. Discover Skills for Life.

E. Alternative schools.

F. Social case work managers and elementary school counselors.

G. SB 65 truancy program.

H. Dress code.

I. Parents' presence and mentoring.

J. Teen Centers.

Addressing the Root Causes of Violence and Weapons Use

III. This third category of interventions is aimed at routing out the causes of student abuse and violence. This is not a complete list, but it does identify the more important efforts needed.

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A. Classroom and School Interventions

1. Staff development to educate teachers to develop positive student-teacher interactions.
2. Curriculum that elicits student interaction, involvement, and thinking.
3. Teaching methods that are interactive and motivating.
4. Multicultural curriculum that enhances personal and cross-cultural understanding and respect.

B. Environment

1. Cooperate with community and police efforts to reduce crime, violence, and drugs in our neighborhoods.
2. Through mentors and tutors, provide adult contact, especially male role models.
3. Provide parent education to control excessive television viewing, especially of violence.
4. Cooperate with the city to reinstate recreation and other constructive after-school activities.
5. Eliminate inequity in schools and provide vocational education to increase job opportunities.
6. Coordinate community health, social welfare, jobs, and other services for families.
7. Increase preschool and latchkey programs.

C. Home

1. Parent involvement.
2. Parent education.
3. Address life circumstances, such as homelessness, mobility, etc.
4. Coordinated services.

COMPREHENSIVE PLAN

I. Immediate and Direct Actions to Keep Weapons Out of the Schools

This element of the plan involves securing our schools from outsiders who would disrupt them and from the alarming increase of weapons carried by students. In this context, it is important to note that nationwide almost 20 percent of all students have reported that they carry weapons at least occasionally. In a recent study by the United States Department of Justice, three

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percent of students in central cities indicated that they had carried weapons to school at least once in the preceding six months.

A. Fences

Several schools in the district are extremely vulnerable to intrusion by outsiders because they occupy large areas of land which is either unfenced or imperfectly fenced. The district is exploring the costs of fencing such campuses in a secure, attractive way. It is the district's goal to provide such fencing on all campuses which require it so that access and egress may be controlled with a few campus supervisors. By early 1992, staff will prepare a proposed priority list and cost estimates for fencing campuses.

B. Closing Campuses

Presently, all district high schools, with the exception of Skyline, are open, which means that students may leave during the lunch period. Many students leave, at lunch as well as at other times, and do not return. Likewise, having open campuses makes it difficult to determine whether a person entering the campus does or does not belong there. No later than September 1, 1992, all campuses will be closed during the school day. To prepare for this change, all affected campuses will have to improve their ability to provide meals to students and maintain security during the lunch hour.

C. Student Identification Cards

Many district schools, including Skyline and Montera, now issue identification cards to students. No later than September 1992, all secondary students will be provided with identification cards, and procedures will be developed to deal with issues of cost, display, and replacement of such cards.

D. Metal Detectors

The district will acquire hand-held metal detectors for periodic checks of students and their belongings. The district does not plan to make each student pass through a metal detector each day. Rather, the district believes that occasional, unannounced use of metal detectors by trained personnel who will respect students' rights will increase awareness of the risk of bringing a weapon onto a district campus.

E. Campus Supervisors

The district currently employs 108 campus supervisors who are assigned to school sites based primarily upon student population. Other factors may affect the allocation at schools with particular needs. By early 1992, we will create a "Special Response Team" in each area to add support in crisis situations. In addition, some school principals have indicated that they would prefer full-time police officers rather than part of their allotments of campus supervisors. This option is being explored, both from the

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perspective of the district's financial ability and the availability of sufficient officers. Campus supervisors will be supplemented by parent patrols at selected schools.

F. Police Services

The district's present police services staff consists of five officers, two sergeants, and a city police lieutenant who works with the district through a contract with the City of Oakland. Two additional officers have been hired and will graduate from the police academy in early 1992. The district's ratio of police officers is far less, for example, then that which exists in Los Angeles, where there is one officer for each 3,000 students. However, the city has recently committed to the assignment of six additional city officers to work with the district police services unit after the first of the year. This increased force will allow the district to assign two officers on a full-time basis to each comprehensive high school attendance area. This will make it possible, when necessary, to have an officer with a particular campus on virtually a full-time basis to deal with emergencies and help improve school climate.

II. Strategies to Change Student Attitudes and Behaviors and Improve School Climate

Banning weapons and intruders from our campuses will not be sufficient to ensure school safety. In addition, it is necessary to adopt and implement policies which will ensure that campuses are safe, peaceful, and harmonious places of learning.

Many Oakland students are "at risk" of becoming involved in antisocial behavior due to problems in their homes and/or communities. For such students it is critical that the district works in collaboration with other public and private agencies to address their life circumstances and to provide the support necessary to help them attend and be successful in school. The following district programs address these concerns. At this stage the programs must be described as experimental and fragmentary because they do not reach anywhere near the number of students who might benefit from them. A major effort must be made to increase the resources available for these programs. Much of these resources must come from funds outside the district's educational budget.

The district will work closely with other public entities to increase resources for such programs. We are involved in an ongoing discussion with the city and the county on a proposal to develop schools as multi-service community centers. The district, the city, and the Oakland Housing Authority are also developing a proposal for a model collaboration involving Havenscourt Junior High, Lockwood Elementary, and the Lockwood Gardens housing project, based upon a model in Dade County, Florida.

A. Conflict-Resolution Programs

Conflict-resolution programs have operated in the district for over five years at several high schools and are now in place at four senior and three junior high schools. In addition, conflict-resolution programs exist at many elementary schools, and teachers are being trained in developing such programs at many others. The district believes

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that these programs greatly improve school climate by providing training to students in how to resolve their own disputes and by placing a positive value on such dispute resolution. The Board of Education has already allocated $100,000 to train elementary school teachers in conflict-resolution techniques. The district will establish conflict resolution-programs at all schools no later than September 1992.

B. Teens on Target

High school students, themselves at risk of becoming involved in antisocial behavior, have been trained in a number of issues including drugs, street and domestic violence, AIDS, and handgun prevention. As part of a class, they develop videos on these issues and make presentations to high school and middle/junior high school students. This is an example of a program which utilizes mentors to assist students in making the correct decisions and avoiding certain kinds of behavior. The district will carefully evaluate this program and determine if it should be repeated next year.

C. Violence Prevention Curriculum

The district is now investigating a very promising curriculum developed by Dr. Deborah Prothrow-Stith, assistant dean of the Harvard School of Public Health. Her Violence Prevention Curriculum for Adolescents is presently being used in 400 schools in 45 states. The district will attempt to test this curriculum with tenth-grade students at several high schools beginning in September 1992.

D. Discover Skills for Life

The district is presently testing the Discover Skills for Life program at 13 target elementary and middle/junior high schools. This is the program's second year of implementation. It provides a comprehensive approach involving substance abuse and life skills and is one of the programs being utilized statewide in an effort to develop a uniform California health curriculum.

E. Alternative Schools

The district will research various models of alternative secondary schools which can be developed to meet the needs of students who are not succeeding in the regular schools. Such programs must include the following components: challenging and comprehensive curriculum, relevant job training, comprehensive support services, and a safe, secure environment. Plans are currently under way to further develop the program at Dewey Continuation High School in accordance with these criteria. In addition, staff are developing plans for a new alternative school to serve junior high school-age students beginning in September 1992.

F. Social Work Case Management

This program is provided at 13 schools—Santa Fe, Hoover, Cox, Webster, Whittier, Lockwood, Lowell, Carter, Simmons, Havenscourt, Frick, Elmhurst, and Madison—

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and is funded with $644,000 of the district's grant from the state's Drug, Alcohol, and Tobacco ("DATE") funds. The purpose of this program is (1) to coordinate services among various social welfare, educational, and criminal justice system agencies that provide services to a student and his or her family; and (2) to provide individual, group, and family counseling, crisis intervention, and home visitation. The goal of this program is to remediate conditions which lead to antisocial behavior and school failure. Services are provided by several agencies: Asian Community Mental Health, East Bay Activity Center, East Oakland Youth Development Center, Oakland Community Counseling, West Oakland Health Counsel, and Xanthos. A preliminary evaluation of this program conducted by the Child Welfare Research Center at the School of Social Welfare, University of California at Berkeley, found that it was relatively successful during its year of operation and is a "pioneering project" which has "moved beyond conceptualization and rhetoric and is now engaged in the difficult challenge of changing the way that community agencies and the schools do business."

G. SB 65 Program

This State Department of Education program represents a focused effort to reduce truancy at 12 schools. The SB 65 workers assist district staff in developing programs that outreach to truant students and their families, coordinate and provide support services, and provide staff development to site employees.

H. Dress Code

The Board of Education has already adopted a dress code, which will be implemented beginning the second semester in January 1992. The dress code will ensure that students are not intimidated by other students who wear gang clothing or insignia. It will also facilitate the wearing of uniforms at some schools and discourage students from wearing items which become the cause of fights or robberies. Enforcement of the dress code will decrease the influence of gangs at our schools.

I. Parent Involvement

The Board of Education has already approved in principle a proposal to employ staff to increase parent involvement in our schools. The district believes that having more adults on our campuses, with the ultimate goal of having an additional adult in almost every classroom, will create an atmosphere where good behavior is expected and encouraged.

J. Teen Centers

The Westlake Teen Center provides after-school activities including academic support, conflict mediation, and cultural awareness. These activities improve school climate by helping students understand and appreciate each other. The district will evaluate this program and attempt to replicate it at other schools beginning September 1992.

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III. Addressing the Root Causes of Violence and Weapons Use

Over the long term the most important thing that the district can do to improve school safety and security will be to train students in the skills and behavior necessary to avoid dangerous and antisocial conduct and to adopt healthy lifestyles including nonviolent, constructive approaches to problem solving. The district has begun to implement such a curriculum, but much more needs to be done to improve these efforts and to integrate them with the district's core educational program.

A. Community Drug-Free School Zones Project

The district has obtained a $900,000, three-year grant from the State Department of Alcohol and Drug Programs to assist the students at Castlemont High School in several ways. The funds from this program are being used for job training and counseling, a teen parenting program, social case work management, parent liaisons, and increased security in the form of parent patrols.

B. DARE Program

The Oakland Police Department has assigned eight police officers to teach the DARE drug and high-risk behavior prevention program at all district elementary schools. This program, which is utilized nationally, is now an established facet of collaboration between the district and the city.

C. Parent and Grandparent Support

This pilot program at Webster Academy and Cox Elementary is funded through the district's DATE grant. It provides outreach to parents, grandparents, and other caregivers to create closer home-school collaboration, provide assistance in development of parenting skills and support for students, and improve school climate.

D. After-School Math and Tutorial Program

Funded through DATE and Chapter I funds, after-school tutoring and enrichment programs are provided at five elementary schools: Stonehurst, Cox, Webster, Whittier, and Lockwood. A major component of the district's Five-Year Educational Plan is to provide tutoring and mentoring to students throughout the district. The evaluation of this existing program will provide us with lessons needed to expand and improve tutorial services.

E. Oakland Police Athletic League

The Oakland Police Athletic League funds and staffs an after-school enrichment program at Madison Middle School. Full-time police officers and volunteers provide recreation, tutoring, and mentoring during afternoons and early evenings. This program is being expanded to provide additional support to the students at Madison Middle School.

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Sample Survey Questionnaires

Student School Safety Survey I

Directions: We would like to have your opinion on issues related to school safety. Your answers will help us in our discussions about improving the school. **Please do not write your name on this survey.**

Demographics:

1. Sex: _____ Male _____ Female

2. Race/ethnicity: _____ White, non-Hispanic _____ African-American, non-Hispanic
_____ Hispanic _____ Native American or Alaskan Native
_____ Asian or Pacific Islander _____ Other _____

3. Grade in school: _____ 9th _____ 10th
_____ 11th _____ 12th

4. In your opinion, what are the three major issues concerning physical safety at your school right now?

1. _____

2. _____

3. _____

Please read the following statements. Mark the answer that best describes your feelings about each statement, circling whether you strongly agree (SA), agree (A), disagree (D), strongly disagree (SD), or don't know (DK).

5. Students of all racial groups at my school get along with each other.	SA	A	D	SD	DK
6. Students of all racial groups at my school work out their problems with each other.	SA	A	D	SD	DK
7. The views and opinions of students are respected and listened to by teachers at my school.	SA	A	D	SD	DK
8. The views and opinions of students are respected and listened to by administrators at my school.	SA	A	D	SD	DK
9. School rules are clearly defined and explained so that I understand them.	SA	A	D	SD	DK
10. School rules are fairly and consistently enforced for all students.	SA	A	D	SD	DK
11. Gangs cause trouble at my school.	SA	A	D	SD	DK
12. I feel comfortable telling teachers or administrators about potential fights or arguments at school.	SA	A	D	SD	DK
13. I feel comfortable telling teachers or administrators about drugs at school.	SA	A	D	SD	DK

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14.	I feel it is my responsibility to tell teachers or administrators about drugs at school when I learn about it.	SA	A	D	SD	DK
15.	I feel comfortable telling teachers or administrators about weapons at school.	SA	A	D	SD	DK
16.	Teachers show respect to students.	SA	A	D	SD	DK
17.	Teachers show that they care about students.	SA	A	D	SD	DK
18.	Students show respect to teachers.	SA	A	D	SD	DK

19. Are there particular places at school where you feel unsafe? ____Yes _____ No

If yes, write them below and check the times of the day when these places seem unsafe.

Place on Campus	Before School	During Class	During Lunch	After School	All Day	Other
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Please complete the following to reflect your experience at your school or on the school bus this school year.

20.	I have had things stolen from my				
	_____ Desk	Never	1–2 times	3–4 times	5+ times
	_____ Locker	Never	1–2 times	3–4 times	5+ times
	_____ Other_____	Never	1–2 times	3–4 times	5+ times
21.	I have had money or things taken from me by force.	Never	1–2 times	3–4 times	5+ times
22.	I have had money or things taken from me by use of a weapon.	Never	1–2 times	3–4 times	5+ times
23.	I have been physically threatened.	Never	1–2 times	3–4 times	5+ times
24.	I have been physically attacked.	Never	1–2 times	3–4 times	5+ times
25.	I have been physically injured.	Never	1–2 times	3–4 times	5+ times
26.	I have had unwelcome sexual advances made to me.	Never	1–2 times	3–4 times	5+ times
27.	I have had attempts at sexual assault on me.	Never	1–2 times	3–4 times	5+ times
28.	I have been sexually assaulted.	Never	1–2 times	3–4 times	5+ times
29.	I have witnessed fights at school.	Never	1–2 times	3–4 times	5+ times
30.	I have witnessed fights on the school bus.	Never	1–2 times	3–4 times	5+ times
31.	I have seen students carrying a weapon at school.	Never	1–2 times	3–4 times	5+ times
32.	I have seen students carrying a weapon on the school bus.	Never	1–2 times	3–4 times	5+ times

Thank you for answering these questions.

Adapted from Ronald D. Stephens (1995), *Safe Schools: A Handbook for Violence Prevention* (Bloomington, IN: National Educational Service)

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STUDENT SCHOOL SAFETY SURVEY II

This survey asks about your views on safety and crime on your campus. **Do not write your name on this survey. The answers you give will be kept private.** Circle only one answer for each question, unless you are given other instructions. (This survey may be given verbally to younger students.)

1. Sex: _____ Male _____ Female

2. Race/ethnicity:
   _____ White, non-Hispanic
   _____ African-American, non-Hispanic
   _____ Hispanic
   _____ Native American or Alaskan Native
   _____ Asian or Pacific Islander
   _____ Other _____

3. Grade in school: Pre-K K 1 2 3 4 5
   6 7 8 9 10 11 12

4. How safe do you feel at school?
   very safe safe unsafe

5a. Are there particular places at school where you don't feel safe? If there are, where are they?

_____

_____

5b. Are there certain times of day when these places are unsafe?
   before school during class during lunch
   after school entire school day
   other:_____

6. This school year, have you had something stolen from your desk, locker, or other place at school?
   never one to two times three to four times more than four times

7. This school year, has someone taken money or things directly from you by using force, weapons, or threats at school?
   never one to two times three to four times more than four times

8. This school year, has someone physically threatened, attacked, or hurt you at school?
   never one to two times three to four times more than four times

9a. This school year, has someone verbally threatened you at school?
   never one to two times three to four times more than four times

9b. If yes, please specify where this happened to you.
   at school to and from school on a school bus at a school-sponsored activity
   other_____

10a. This school year, has someone made sexual advances or attempted to sexually assault you at school?
   never one to two times three to four times more than four times

10b. This school year, has someone sexually assaulted you at school?
   never one to two times three to four times more than four times

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11a. Is there a process in place for students to report alleged physical, psychological, or sexual abuse?
yes no

11b. Does the campus follow up on reports of alleged abuse?
yes no

12a. Have you ever seen a student carrying a weapon at school?
yes no

12b. If yes, please specify what kind of weapon you saw:

_____

_____

13. During this school year, how many fights have you witnessed at your school?
none one to two three to four more than four

14. In your opinion, how serious are the following problems at school?

	Don't Know	No Problem	Small Problem	Serious Problem
a. Vandalism, including graffiti	0	1	2	3
b. Gangs	0	1	2	3
c. Alcohol use	0	1	2	3
d. Tobacco use	0	1	2	3
e. Drug use	0	1	2	3
f. Drug selling	0	1	2	3
g. Carrying weapons	0	1	2	3
h. Racial conflict	0	1	2	3
i. Other _____				

15. In your opinion, what are the three major safety or crime problems at school right now?
a. _____
b. _____
c. _____

Thank you for answering these questions.

Adapted from Ronald D. Stephens (1995), *Safe Schools: A Handbook for Violence Prevention* (Bloomington, IN: National Educational Service).

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PARENT SCHOOL SAFETY SURVEY

Your campus is currently reviewing its safety programs and policies. The administration is interested in your views and the problems you feel need to be addressed. Please circle only one answer unless otherwise instructed. **Do not put your name on this survey. Responses will be reported to the school in summary form only.**

1. Sex: _____ Male _____ Female

2. Race/ethnicity:
_____ White, non-Hispanic
_____ African-American, non-Hispanic
_____ Hispanic
_____ Native American or Alaskan Native
_____ Asian or Pacific Islander
_____ Other _____

3. Number of your children who are enrolled on this campus: _____

4. Grade(s) of your children at this campus: (Circle all that apply.)
Pre-K K 1 2 3 4 5
6 7 8 9 10 11 12

5. How safe does your child feel at school?
very safe safe unsafe

6a. Are there particular places at school where your child/children don't feel safe? If there are, where are they?

_____ _____

_____ _____

6b. Are there certain times of day when these places are unsafe?
before school during class during lunch after school entire school day
other:_____

7. This school year, has your child had something stolen from his/her desk, locker, or other place at school?
never one to two times three to four times more than four times

8. This school year, has someone taken money or things directly from your child by using force, weapons, or threats at school?
never one to two times three to four times more than four times

9. This school year, has someone physically threatened, attacked, or hurt your child at school?
never one to two times three to four times more than four times

10a. This school year, has someone verbally threatened your child at school?
never one to two times three to four times more than four times

10b. If yes, please specify where this happened to your child.
at school to and from school on a school bus at a school-sponsored activity
other_____

11a. This school year, has someone made sexual advances or attempted to sexually assault your child at school?
never one to two times three to four times more than four times

11b. This school year, has someone sexually assaulted your child at school?
never one to two times three to four times more than four times

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12a. Is there a process in place for students to report alleged physical, psychological, or sexual abuse?
yes no

12b. Does the campus follow up on reports of alleged abuse?
yes no

13a. During this school year, has your child talked about seeing a student carrying a weapon at school?
yes no

13b. If yes, please specify what kind of weapon your child saw:

_____

_____

14. During this school year, how many fights has your child witnessed at your school?
none one or two three to four more than four

15. In your opinion, how serious are the following problems at school?

	Don't Know	No Problem	Small Problem	Serious Problem
a. Vandalism, including graffiti	0	1	2	3
b. Gangs	0	1	2	3
c. Alcohol use	0	1	2	3
d. Tobacco use	0	1	2	3
e. Drug use	0	1	2	3
f. Drug selling	0	1	2	3
g. Carrying weapons	0	1	2	3
h. Racial conflict	0	1	2	3
i. Other_____				

16. In your opinion, what are the three major safety or crime problems at school right now?
a. _____
b. _____
c. _____

Thank you for answering these questions.

Adapted from Ronald D. Stephens (1995), *Safe Schools: A Handbook for Violence Prevention* (Bloomington, IN: National Educational Service).

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TEACHER SCHOOL SAFETY SURVEY

This survey asks about your views on safety and crime on your campus. **Do not write your name on this survey. The answers you give will be kept private. Items 1, 2, and 3 are optional.** Circle only one answer for each question, unless you are given other instructions.

1. Sex: _____ Male _____ Female

2. Race/Ethnicity:
_____ White, non-Hispanic
_____ African-American, non-Hispanic
_____ Hispanic
_____ Native American or Alaskan Native
_____ Asian or Pacific Islander
_____ Other _____

3. What is the grade level or level of courses that you teach? (Circle all that apply.)
Pre-K K 1 2 3 4 5
6 7 8 9 10 11 12

4. How safe do you feel at school?
very safe safe unsafe

5a. Are there particular places at school where you don't feel safe? If there are, where are they?

_____

_____

5b. Are there certain times of day when these places are unsafe?
before school during class during lunch after school entire school day
other:_____

6. This school year, have you had something stolen from your desk, locker, or other place at school?
never one to two times three to four times more than four times

7. This school year, has someone taken money or things directly from you by using force, weapons or threats at school?
never one to two times three to four times more than four times

8. This school year, has your personal property been damaged while on school property or at school-sponsored events?
never one to two times three to four times more than four times

9. This school year, has someone physically threatened, attacked, or hurt you at school?
never one to two times three to four times more than four times

10. This school year, have you been verbally abused at school?
never one to two times three to four times more than four times

11a. This school year, has someone made sexual advances or attempted to sexually assault you at school?
never one to two times three to four times more than four times

11b. This school year, has someone sexually assaulted you at school?
never one to two times three to four times more than four times

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12a. Is there a process in place for students to report alleged physical, psychological, or sexual abuse?
yes no

12b. Does the campus follow up on reports of alleged abuse?
yes no

13. Do gangs cause trouble at your school?
yes sometimes no don't know no gangs at my school

14a. Have you ever seen a student carrying a weapon at school?
yes no

14b. If yes, please specify what kind of weapon you saw:

_____

_____

15. During this school year, how many fights have you witnessed at your school?
none one to two three to four more than four

16. In your opinion, how serious are the following problems at school?

	Don't Know	No Problem	Small Problem	Serious Problem
a. Vandalism, including graffiti	0	1	2	3
b. Gangs	0	1	2	3
c. Alcohol use	0	1	2	3
d. Tobacco use	0	1	2	3
e. Drug use	0	1	2	3
f. Drug selling	0	1	2	3
g. Carrying weapons	0	1	2	3
h. Racial conflict	0	1	2	3
i. Other _____				

17. In your opinion, what are the three major safety or crime problems at school right now?
a. _____
b. _____
c. _____

Thank you for answering these questions.

Adapted from Ronald D. Stephens (1995), *Safe Schools: A Handbook for Violence Prevention* (Bloomington, IN: National Educational Service).

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Safe School Strategies "Grab Bag"

- Police or security presence in school (School Resource Officer)
- Crime prevention through environmental design
- Control of campus access; visitor screening
- Collaboration with law enforcement in development of security measures
- Collaboration with mental health, child protection, and juvenile probation agencies to identify students who are potentially dangerous
- Mandated crime reporting and tracking—across system, district, or state
- Training of all staff (not just teachers and administrators) in effective discipline strategies, including crisis de-escalation and handling difficult or troubled youth
- Parent center on each campus
- Visible and welcoming administrative and other adult presence in all parts of campus
- Identification of violent or potentially dangerous students with availability of alternative treatment and rehabilitative programs
- Rich extracurricular programs with active recruitment to draw in as many students as possible
- Life skills curricula, including such features as problem solving, decision making, personal responsibility, conflict resolution, racial/ethnic sensitivity, anger management, mediation skills
- Adequate adult supervision of all youth activities
- Clearly stated and well-publicized code of behavior
- Dress codes (barring gang insignia, etc.)
- Drug, alcohol, and gang-resistance programs
- Clear discipline policies fairly and consistently enforced
- Active student involvement in all program planning
- Peer-mediation program
- Mentoring, service learning, or other programs targeting hard-to-reach youth
- In-school alternatives to out-of-school suspension
- Safety and conflict-management training in elementary schools
- Parent involvement in planning and implementing school activities
- Open lines of communication with community
- Curfews
- Identification of local and national resources to provide advice and support about particular problems, including alcohol and drug information and addiction-treatment centers

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Goal Analysis

Goal Statement: _____

_____

Objective: _____

_____

Strategies to obtain that objective: _____

_____

_____

_____

Next, list some of the forces working in favor of achieving that objective through the listed strategy. (Example: If the goal is "reduce the risk of intruders and random acts of violence," an objective might be "tighten security around the campus perimeter" and one strategy towards that objective might be to "close several campus access routes." One force supporting the strategy might be "recent media coverage of violence at the high school.") Enter supportive forces on the lines below. Then list some barriers working against achievement of the goal (e.g., "No funding for gates and fences"). Finally, list possible ways to overcome the barriers (e.g., "Contribution of gates from local business").

Forces Working for Goal

_____

_____

_____

_____

Forces Working against Goal

_____

_____

_____

_____

Counter-Measures against Negative Forces

_____

_____

_____

_____

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Developing an Action Plan

Write a goal statement on the lines below. Then, fill in the appropriate responses in each of the five columns for each strategy adopted to accomplish the objectives that support the goal. When you have completed this form for one goal, use copies of it to list similar information for the other goals that have been adopted.

Goal Statement _____

_____

Objectives to Support the Goal _____

_____

Strategy	Who is responsible	What resources are needed	Timeline for implementation	Monitoring and evaluation

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Guidelines for Writing Safe Schools Policy Statements

The policy statement should . . .

- be written in clear, easy-to-understand, jargon-free language
- explicitly link the safe schools policy to the educational mission of the school or district
- state the board's or administration's position
- identify goals and standards for behavior
- serve as a guideline for action but allow for some degree of case-by-case interpretation and flexibility in application
- be adopted formally, preferably at board level
- be widely and clearly communicated
- be subject to regular review

The National School Boards Association suggests that all policies should be checked against the following questions:

- Is the content within the scope of the board's authority?
- Is the policy consistent with local, state, and federal laws?
- Have legal references been included?
- Does it reflect good educational practice?
- Is it free of arbitrary or discriminatory requirements or prohibitions?
- Is it limited to one topic (school safety) but covers that topic adequately?
- Is it consistent with, and when indicated, cross-referenced with, other board policies (e.g., drug- and alcohol-prevention policies)?
- Is it practical to administer in terms of budget, enforcement, personnel, etc.?

(National School Boards, *Violence in the Schools,* 1993)

Adapted from Ronald D. Stephens (1995), *Safe Schools: A Handbook for Violence Prevention* (Bloomington, IN: National Educational Service).

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Further Resources to Support Safe Schools Programs

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